



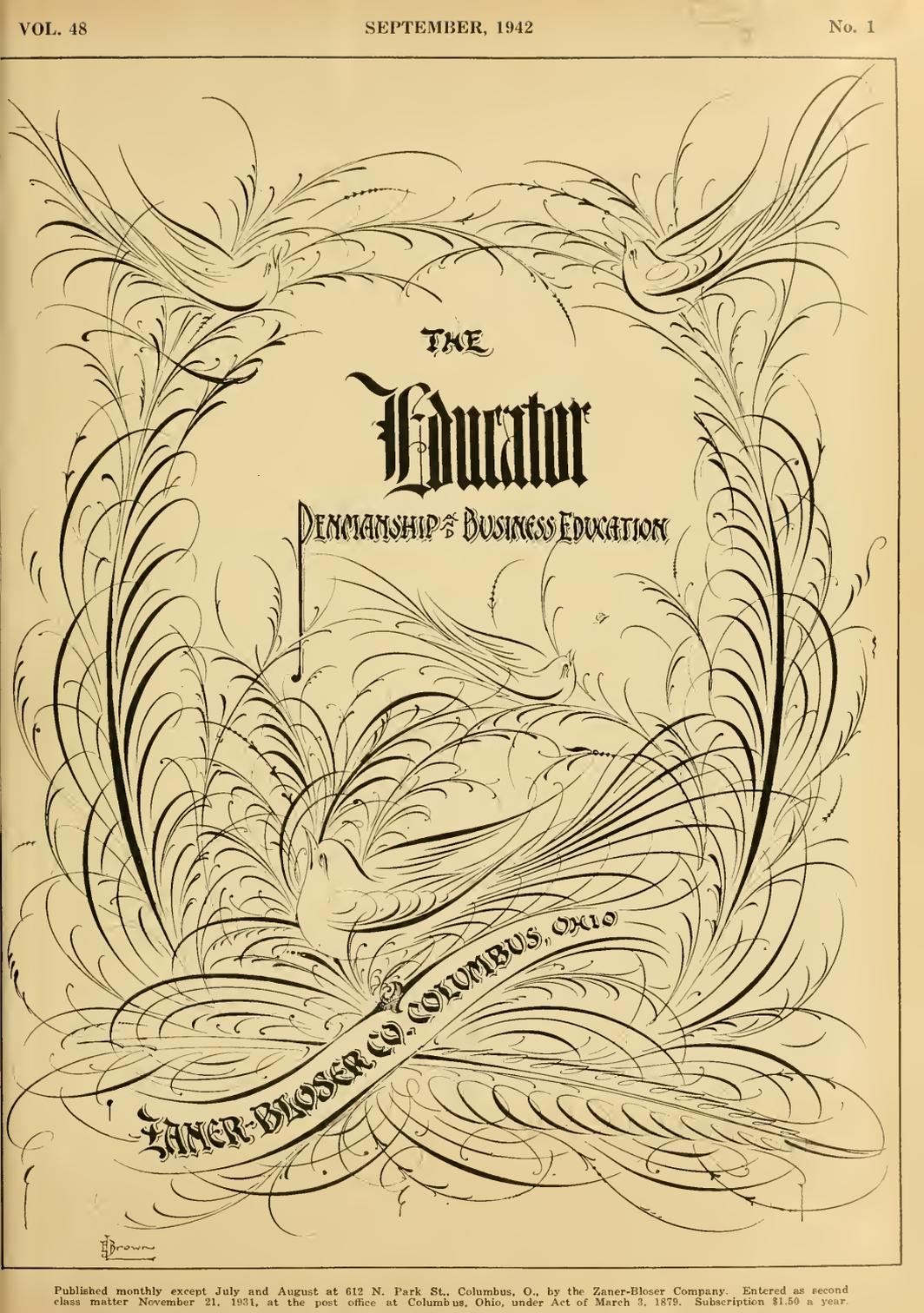


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The cover features a highly decorative Art Deco style border. It consists of intricate, flowing lines that form stylized foliage and several birds in flight. The birds are positioned at various points around the perimeter, appearing to fly towards the center. The overall effect is one of elegant, dynamic movement.

THE  
**Educator**

LEADERSHIP & BUSINESS EDUCATION

ZANER-BLOSER CO. COLUMBUS, OHIO

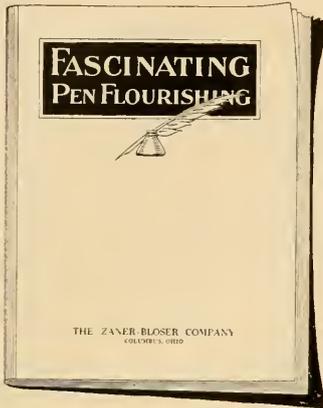
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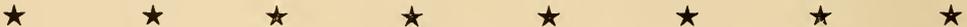
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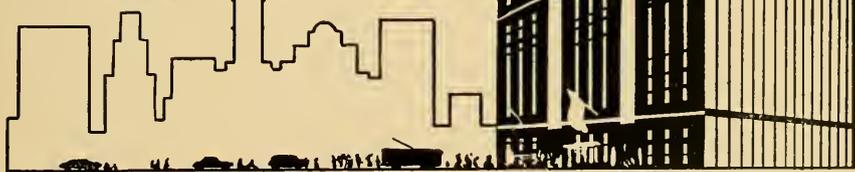
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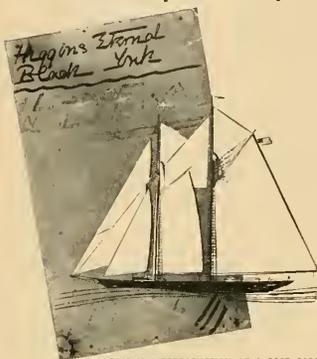
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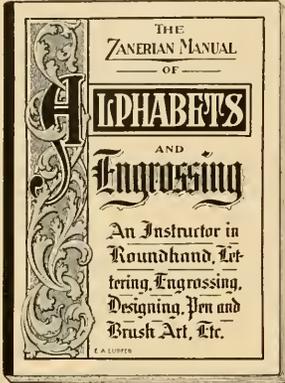
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## THE ZANER-BLOSER COMPANY

612 North Park St.

COLUMBUS, OHIO

# The Educator

America's Only Handwriting Magazine

Vol. 48

COLUMBUS, OHIO, SEPTEMBER, 1942

No. 1

## Tri-State Meeting

On May 1 and 2, nearly one thousand members, friends, and guests of the Tri-State Commercial Education Association met in Pittsburgh. Registration was followed by dancing and a one-half hour demonstration of shorthand writing by Charles Zoubek, of the Gregg Company.

Saturday morning, after the business meeting, Mr. Bernhard Ragner, who spent nineteen years in newspaper work in France, spoke on "Hitler, Mussolini, and Petain—As I Knew Them," after which Dr. Jacob C. Meyer, of Cleveland's Western University, spoke on "Education in an Industrialized Democracy."

Professor D. D. Lessenberry, of the University of Pittsburgh, presided at the luncheon, introducing guests, board members, old and new officers, and the luncheon speaker: Mr. Arthur C. Horrocks, National Industry-Labor Consultant and Goodyear Tire & Rubber Company Public Relations Counsel. In his address, "The Day After Tomorrow," Mr. Horrocks gave a challenging picture of the leadership which this country must accept not only in the present emergency, but in the future.

Those in charge were D. D. Lessenberry, Pres.; Russell P. Bobbitt, First Vice Pres.; Theodore Woodward, Second Vice Pres.; Ethel L. Farrell, Sec.; Robert L. Fawcett, Treas.; and W.

B. Elliott, William L. Moore, F. H. Sumrall, R. J. Worley, and Elmer G. Miller, Executive Board Members. They were assisted by Albert E. Drumbheller, Chairman of the Party Committee, Katherine Barnard, Louise Darst, Pearl Markus, and Leora Billingsley; Catherine D. Dodson, Chairman of the Luncheon Committee, Marjorie Bowman, Zelma Bundy, and Victor Rubert; Theodore Woodward, Chairman of the Exhibits Committee, T. B. Cain, and Everett P. Shilliday; Harry Freedlander, Chairman of the Publicity Committee, J. E. Meyers, and Elsie M. Pike; Paul Angelo, Chairman of the Packet Committee, G. L. Burns, Ruth E. Johnston, and Margaret W. MacMillan; Margaret H. Ely, Chairman of the Nominating Committee, Louis Korona, Harley F. Sheaffer, and Norman E. King; Robert L. Fawcett, Chairman of the Membership Committee, Elizabeth Sebery, Russell E. Plymate, and Harley Shaefer; Kennard E. Goodman, Chairman of the Constitutional Revision Committee, Karl M. Maukert, and R. G. Walters; and William L. Moore, Chairman of the Tests Committee, Grace Martin Cornelius, Laila M. P. Kilehenstein, Marion M. Lamb, and Clinton M. File.

### Tri-State Elects Officers

President—Robert L. Fawcett, Peabody High School, Pittsburgh, Penn-

sylvania.

First Vice President—J. K. Stoner, Indiana High School, Indiana, Pennsylvania.

Second Vice President—Howard E. Wheland, John Hay High School, Cleveland, Ohio.

Secretary—Marion M. Lamb, West Liberty State Teachers' College, West Liberty, West Virginia.

Treasurer—J. B. Mawhinney, Avalon High School, Avalon, Pennsylvania.

Member of the Board—Mrs. Arthur E. Cole, Duffs-Iron City College, Pittsburgh, Pennsylvania.

Continuing Members of the Board: D. D. Lessenberry, of the University of Pittsburgh, Pittsburgh, Pennsylvania.

W. B. Elliott, The Elliott School of Business, Wheeling, West Virginia.

William L. Moore, John Hay High School, Cleveland, Ohio.

F. H. Sumrall, Grove City College, Grove City, Pennsylvania.

During 1941-42, the Tri-State Executive Board was comprised of D. D. Lessenberry, President; Russell P. Bobbitt, First Vice President; Theodore Woodward, Second Vice President; Ethel L. Farrell, Secretary; Robert L. Fawcett, Treasurer; and W. B. Elliott, William L. Moore, F. H. Sumrall, R. J. Worley, and Elmer G. Miller, Board Members.

*To live with leisure every day  
And never fret or worry  
Will make each hour twice as long  
No one has time to hurry."*

By that Grand Old Penman, F. B. Courtney, who never gets "out of trim".

### THE EDUCATOR

Published monthly (except July and August)

By The ZANER-BLOSER CO.

612 N. Park St., Columbus, O.

E. A. LUPFER ..... Editor  
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THE EDUCATOR is the best medium

through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Wartime Business Penmanship

Better handwriting will help you and your country. Present conditions demand better and quicker service from all. It demands handwriting which is unmistakably legible and speedily done. War industries have no time to waste on handwritten orders and communications which are not easily and accurately read. You must spend more time on handwriting if you would serve your country best. Halfway qualifications will not serve well now or during the readjustment period. Begin on these lessons today and note the rapid progress.

**Creating a desire.** Before one can expect to succeed in handwriting, he should have a burning desire to be able to write well. Without this desire one is not likely to enjoy practicing and is therefore not likely to put in the desired amount of practice and study.

The duty therefore of every teacher is to create among the students the desire to learn to write beautifully and skillfully. This can be done by appealing to the pupil's pride of workmanship, to his desire to secure a good position and of course there are other means which will present themselves to each individual teacher. One of the best ways of creating a desire to do nice work is for the teacher herself to show the pupils nice work. Her own writing should be inspiring and she can show nice work from former classes or student in other schools. Make it your business, therefore, to create the right mental attitude towards the handwriting as soon as possible.

**Good Supplies.** It is necessary to have good, inexpensive material to work with which means good ink, good penholders, paper and properly adjusted desks, and a good textbook. The copies and instructions which appear in these lessons from month to month will assist anyone who so desires to acquire a speedy, legible style of handwriting. The Educator office will gladly assist you in selecting the right kind of materials if you will write to us.

**Position.** Position is very important in learning to write. One should start out with a correct writing position. In an incorrect position one is handicapped, and in many cases it is impossible to do good work. Sit well back in the chair, leaning forward with both arms resting on the desk. The body should not touch the desk. The weight of the body is supported by the back and by the elbows. The elbows may be slightly off the edge of the desk or both even on the desk. By keeping the elbows even, the shoulders will be kept level and the back straight. The right-handed student should place the paper directly in front of him with the top pointing towards the upper left corner of the desk. The left-handed student should reverse the paper making the top point towards the upper right corner of the desk. It is important to hold the paper in the correct position. This is especially true with the left-handed student. By no means allow the left-handed student to write with the hand above his writing. The down strokes for the left-handed writer should slant towards the left elbow. In the case of the right-hander, slant the downward strokes towards the center of the body.

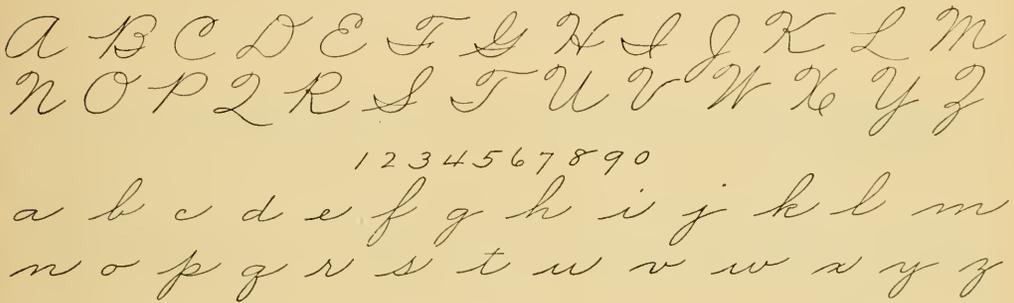
Curve the fingers slightly as though you were grasping a ball. Let the weight of the hand be supported on the third and fourth fingers and not the wrist. Study the illustrations on position. You can get from an illustration a lot more than you can from reading the description. The right-handed pupil should point the penholder towards the right shoulder. The left-handed person should point the holder towards the left elbow. Let the penholder cross at the knuckle. Students should study position of others and consult the teacher about details. Where there are any questions about position, please write to the Educator. We want you to write in so that we can help you. This service is free.



**Movement.** Writing to be attractive should not only be legible, but should be smooth in quality of line. In order to get a smooth line, the hand must swing freely. There are a number of different kinds of movement—finger movement, arm movement, combined movement or whole arm movement. Naturally good penmen use all kinds of movement on different occasions and for different purposes. Letters like the capital O should be made with a free arm movement, rolling the arm on the muscle below the elbow. In making the small letters like the i, the little finger slides on the upward stroke and drag on the downward stroke. We shall endeavor to describe movement for letters as we study them later on.

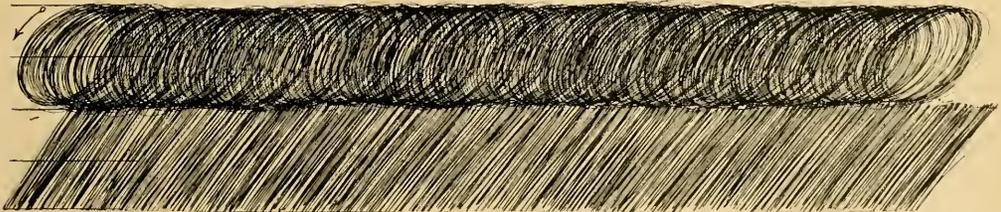
In order to start out with a free movement, place your arm on the desk and roll it around on the muscle as if making ovals. This may be done without a penholder in the hand. In making this exercise, a little pressure may be exerted. This will give one a good idea of the muscles in making the large capital letters. By doing this for a few minutes, you will soon feel the muscles become tired. The next thing is to take the pen and make oval exercises as light as possible and of course not pressing on the muscles at the elbow. Students should be able to swing around freely without using finger movement. The thumb joints should not move in making the oval exercise.

There are hundreds of government positions and other positions requiring the keeping of many records in handwriting. During the coming months or years, there will be difficulty in purchasing typewriters. Therefore, it will pay each and every one who desires a good position or to get a promotion to spend a little spare time improving his handwriting.

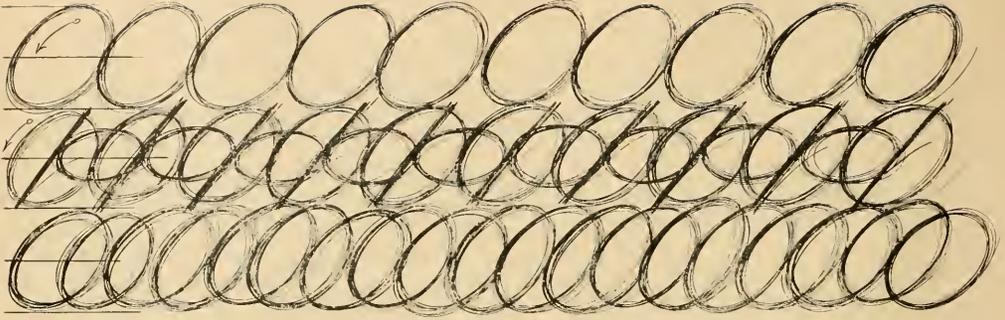


This is a standard alphabet. Use it for reference. It represents much careful thought in its development for speed and accuracy. It is not necessary, but advisable, to use these forms in your daily work.

Free movement is important in speedy, free writing. Handwriting can be done in the free easy manner or in the slower, more careful way. In the former, a combination of arm and hand movement is used. In the latter, finger movement is mainly used. To write for a long period and freely, develop the use of the large muscles. The accompanying exercises will help you to develop a free rolling motion. Let the arm roll on the muscles below the elbow. After you have made a few lines of the oval exercise you can feel the muscles working in your arm. Most of the large capital letters like the O, etc., are made with the same rolling free motion. If you try to use the finger movement on large letters, you are likely to get kinky, labored lines.

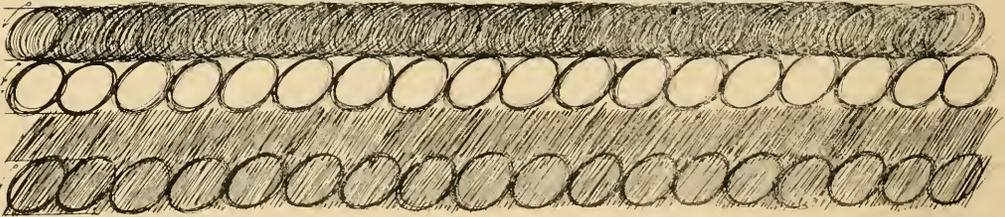


Practice this exercise until you can make it freely and easily and uniform in appearance. The second exercise is a straight line. Keep this exercise solid. Push and pull the arm in and out of the sleeve. Get the strokes to slant to the center of the body and the top center part of the desk. Keep the downstrokes light if you would develop a light touch.



These exercises require a little more control. See that they are not spread out over too much space. Place one exercise directly on top of the other. After practicing these exercises a full space high, bring them down in size. Glide along rapidly. See that the hand swings freely. If at first your forms are not satisfactory, keep on striving in the free manner and you will soon overcome any minor difficulties.

See that both sides of the ovals are curved evenly and of course writing today should have a forward slant. It is preferable to have a forward slant. Whatever slant you write, all of your writing should be uniform. Start out in these simple exercises to maintain the same slope and you will find the going easier later on.



These small exercises are a repetition of the larger ones. Do not make the exercises too fast. If you wish to time yourself, see if you can make around two hundred revolutions per minute. One of the main things is to make the exercise no faster than you can make the letters. It is a grave mistake to make the exercise with a free arm movement and then slow down to make a capital O with finger movement. By getting them the same speed, you will get the full benefit of the exercises.



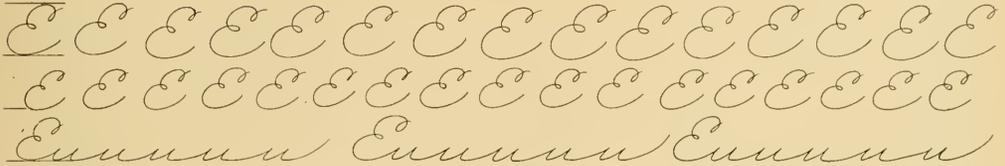
Make the O's full and graceful. They are about  $\frac{2}{3}$  as wide as high. The sides are curved evenly and the top and bottom should be about the same. Notice the proportion of the little loop at the top and try to end upward. Swing it off freely. You should make 60 or more of these letters a minute. Keep the hand up on the fingers. If the hand is turned over on the side, the movement will be slow and labored. Point the holder towards the shoulder in right-handed writing or to the elbow in left-handed writing. Work for smooth, free, uniform quality of line.



The capital C is made from the oval. The bottom part of the C should be the same as the bottom part of the Q. Study the parallel effect between the two downward strokes. Notice the size of the beginning loop. It should be near the size of the loop on the O. Curve your finishing stroke and get your lines light.



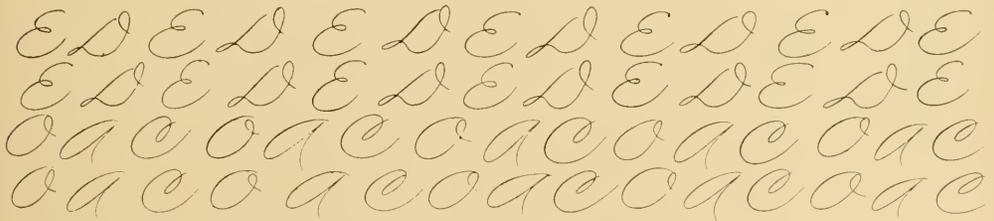
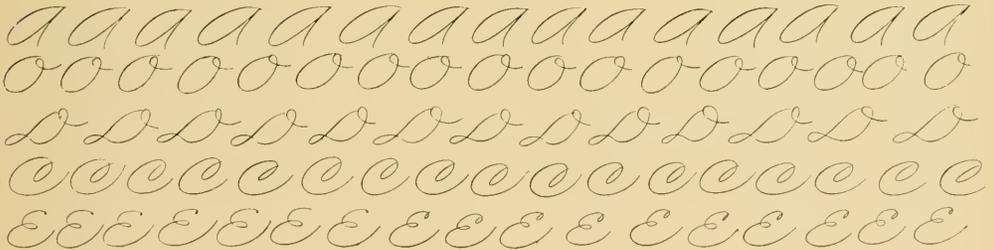
The A starts out the same as the O. It, however, changes from the oval motion to a straight line motion on the retrace. Study the two turns at the bottom of the A. Notice that the angle is slightly retraced. Avoid a loop and avoid retracing too far. Finish up similar to the C.



The E is a two story letter. It contains two ovals. The top oval is slightly smaller than the bottom oval. If the two ovals appear the same you have good proportion. The E should not be wider than the C or D. Practice the letters together, getting them the same slant and proportion.



The beginning stroke on the D is made with a straight motion. While there is a slight compound curve, it is advisable not to get a twist in the downward stroke. The Roman D is made from a straight line and part of circle. Get about 12 to 14 letters to a line.



Hours of practice on each letter in this lesson will be time well spent. Keep reviewing your position, your movements and refer frequently to the copies to improve your knowledge of letter forms.

# Phases of English in the Elementary Grades

Penmanship (Writing with Pen and Ink)

By D. L. Lewis

State Supervisor of Rural Schools



In former papers three phases of elementary English—reading, spelling and functional technical English (technical English as applied to correct speaking and writing)—have been discussed. In this paper, another phase of English—penmanship—will be considered.

From time immemorial until the past few years penmanship has held a position of importance in the courses of study of all schools, so much so that it has always been associated with "The Three R's" as the foundation on which every elementary course of study was built.

Some years ago, however, a fad arose to the effect that penmanship was unimportant and unnecessary—that, due to the invention of the typewriter and other writing and printing devices, a child did not need to learn to write neatly and legibly with pen and ink. This fad at once became so popular in the schools that penmanship has all but disappeared from courses of study, and all written work is now done with the lead pencil, with little or no regard to neatness and legibility.

What effect from a vocational standpoint may this failure to teach children to write neatly and legibly with the pen have in the afterlives of many of them? Numbers of boys and girls are going to have to stop school at the close of their elementary or high school training and look for work in order to support themselves or their dependents, and their limited education will necessitate their applying to small business concerns where typewriters, adding-machines, and other writing and printing devices cannot be used on account of the cost, but bills, business letters, bookkeeping, wage-sheets, and other clerical

work will have to be done with pen and ink so that permanent records may be kept.

Suppose the business head should say to the applicant for a position, "I do need someone to help me in the office, but he must be able to write neatly and legibly with pen and ink. Suppose you sit down and write a business letter with pen and ink." Would the applicant get the job if he failed to write neatly and legibly? Certainly not, even though he and his dependents may be badly in need of his salary. Is the applicant to blame for his failure? Has the school failed him?

What cultural values accrue to a person skilled in penmanship? It prepares him to do pen-and-ink sketches and drawings, artistic lettering, neat and artistic architectural drawing, and many other skills and handicrafts, vocational and cultural. If he has artistic aptitude, skill in penmanship may even enable him to become a successful artist. For every reason, then, penmanship has already held, and should continue to hold, a place of high importance in every classroom, and the school or the teacher that neglects the careful training of pupils in this subject is doing them a great injustice.

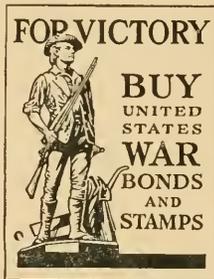
How can the schools restore this important subject to its former place of honor in the course of study?

First, the superintendents and principals must themselves see the potential and actual values of penmanship in the vocational and cultural education of the pupils, and must see to it that it has a definite place in the daily schedule of work in each classroom.

Second, each teacher, even though he himself may have been a victim of the no-penmanship fad, should provide himself with a good writing manual, and if necessary learn to write himself and teach it to his pupils.

Third, daily application of what the child has learned in the penmanship lesson should be made in all of his written work except mathematics, where the pencil may be used.

Fourth, in such application, no lapse into former careless habits, as cramped finger movement or slovenly, illegible writing should be allowed, because such lapse inevitably leads to the weakening or destroying of good habits learned during the penmanship lesson.



#1409<sup>00</sup>

Cincinnati, O., Mar. 1 -  
Fifth National Bank  
 Pay to J. Morgan & Co. as ordered.  
 Fourteen Hundred Nine Dollars  
 B. W. Howard



Oh I have slipped the surly bonds of earth,  
 And danced the skies on laughter-silvered wings;  
 Sunward I've climbed and joined the  
 tumbling mirth ☆ ☆ ☆ ☆  
 Of sun-split clouds-and done a hundred things  
 You have not dreamed of-wheeled and  
 soared and swung ☆ ☆ ☆  
 High in the sunlit silence. Hov'ring there  
 I've chased the shouting wind along and flung  
 My eager craft through footless halls of air,  
 Up, up the long delicious, burning blue  
 I've topped the wind-swept heights with  
 easy grace, ☆ ☆ ☆ ☆ ☆ ☆  
 Where never lark or even eagle flew;  
 And, while with silent, lifting mind I've trod  
 The high untrespassed sanctity of space,  
 Put out my hand and touched the face of God.

# What Does Business Demand of Business Education in Wartime?

1. That business education provide its students with a thorough and practical training in the technical subjects of a business education.

2. That business education give special and adequate attention to the training of its students in right personal qualities and the right attitude toward business.

When I was asked recently to discuss this question, I consulted leaders of business throughout the United States and shall give you the consensus of their opinion. They speak with authority.

The Chamber of Commerce of the U. S., comprising 1,700 associations, is the national spokesman for business.

Quoting Mr. H. W. Prentis, Jr., who is Pres. of Armstrong Cork Co., Lancaster:

"In wartime, business seeks the same qualities in applicants for positions that it does in peacetime. If there would be any difference, it would consist entirely of greater emphasis on speed and adaptability in learning new work."

Response from the Nation's Financial Interests, Mr. Fermor S. Cannon of the United States Savings and Loan League, in Chicago, states:

"Schools should stiffen performance and requirements during wartime. When we hasten production, the resulting operation must be even better than when we have more time. It is vital that a more realistic and sympathetic attitude toward business and its methods of operation be instilled into the student body. Nothing can take the place of real preparation for work. We will always need good, well grounded folks."

## From Investment Banking

Mr. John S. Fleck, Cleveland, of the Investment Bankers Assn. of America, whose board of governors represents every financial center in the United States, says:

"Business demands the same high standards of business education in wartime that it does in peacetime. I would say that the process needs speeding up and greater efficiency."

## Response from the Cleveland Chamber of Commerce

The Cleveland Chamber of Commerce, one of the largest and most influential associations of commerce in the U. S., speaks with authority through Mr. J. Jones Hudson:

"There are no marked differences between the demands on business education in wartimes and in times of peace with the possible exception of the many factors involved with rush orders and crowded schedules. With regard to an accelerated program, many schools have curtailed courses,

Miss Lola Maclean, Detroit Com. College, former Pres. of the NEA Department of Business Education, was invited by the National Education Association in Denver to discuss the question: "What Does Business Demand of Business Education in Wartime?" She tossed the question into the lap of business and received a vigorous response. Apparently business was waiting for an opportunity to express itself on business education.

rather than attempting to cover the same material in shorter time. You may put a large number of students through courses on a mass production basis, but let us not call it education."

## A Message from Insurance

The Prudential Insurance Company of America, employing hundreds at its headquarters, does not believe there should be a let-down in the general educational background during wartime. Speaking for the company, Mr. Paul B. Foulkes says:

"Any let-down in the general educational background of new employes should not be considered. We have not lowered our standards."

## From Illinois

"During a period of war emergency, says Mr. T. C. Burwell, Vice-President, A. E. Staley Manufacturing Company, Decatur, "business un-

Every business course should include instruction in handwriting. More writing is being done in offices during war than in peace.

usually is compelled to employ persons who are inefficient, due to limited education. The idea of schools and colleges shortening their courses to supply the immediate needs of business is along the line of decreasing efficiency. Graduates of schools and colleges who are only partially trained will find it difficult to hold positions after the war in competition with those who have trained on the basis of regular courses."

## Detroit Business Speaks

All business leaders stress the importance of personal qualities and the right attitude toward business. Quoting Executive Vice-Pres. Harvey Campbell, who speaks for the 4,200 members of the Detroit Board of Commerce:

"It is important you teach your students everything there is to know about the job they contemplate taking, but it is just as important, and sometimes more so, that they have the ability to get along with people. A great many graduates of schools and colleges are left in inferior positions because of meanness, jealousy, and unreliability. Others are top-notchers, because they possess integrity, reliability, and a good personality."

## From the Pacific Northwest

The Spokane Chamber of Commerce, speaking through James A. Ford, says:

"Business expects business education to give us employes who are qualified to do the job and who have back of the mechanical qualities good initiative, good personality, a good disposition, and a keenness and desire to do good honest work."

## A Message from the Aircraft Industry

"Accuracy, efficiency, and good judgment are the factors that should be considered in the designing of any curriculum whether it be for training of workers for business or industry. We do not believe that there can be a shortcut to attaining these objectives and therefore hesitate to recommend any changes in training methods which would result in placing less emphasis upon the aforementioned factors. While our main objective at this time is to get into full production on Government requirements as rapidly as possible, we feel that we should also give a great deal of thought to the long-time effect of our training programs, and to encourage such educational activities as will enable our employes to secure better positions when the present emergency is passed. So far as we can determine, there is no difference in the type of training for either peacetime or wartime conditions."

## Another National Organization Speaks

S. C. Allyn, of the National Cash Register Company, of Dayton, agrees with other business leaders that there is no difference between the business education required in wartime and peacetime. Business leaders emphasize the fact that good personal qualities and the right attitude toward business, and thoroughness in the technical business subjects, are always required whether in wartime or peacetime.

## Response from the Automotive Industry

The Cadillac Motor Car Company, of Detroit, agrees with the authorities previously quoted. Speaking through Mr. R. Y. Carpenter, the Company presents an interesting picture re-

garding peacetime requirements. It says:

"In peacetime it is necessary that we get well-qualified persons so they will be able to stand on their own merits, develop the business, and hold their positions during a recession period."

#### Atlanta Demands that Students be Trained to Think

The Atlanta Chamber of Commerce, speaking through Mr. W. R. Ulrich, says:

"Business expects those receiving a business education to learn the technique and skills required in their particular training, but over and above that the most important thing is to train students taking a course in business education to learn to think and develop initiative. The power to think will enable them to be more useful to themselves and to their employers."

#### From Virginia

In commenting on the important bearing of education to the national welfare, Mr. Thomas C. Boushall, of Richmond, Chamber of Commerce, says:

"Our educational system is the greatest single social agency that we possess. It functions more widely and diffusely among our people than any other single activity within our established society. It touches most intimately, directly, and personally, the lives of our people. Its opportunity and responsibility for influencing youth today, maturity tomorrow, and the exercise of wisdom in the decades to come, is immeasurable. It is largely responsible for translating the concept of our fathers into a vigorous, virile, successful nation through its training of our youth in terms of character and educating it in terms of democracy."

In private life, Mr. Boushall is President of the Morris Plan Bank of Virginia, comprising banks in five cities of Virginia.

#### The Voice of Business

You have heard the voice of business. It is definite, unmistakable, unanimous. It demands more and better business education.

On behalf of business education I take this opportunity to thank publicly the representatives of business for giving me an opportunity to place before you the demands of business. They have given us a definite chart to follow. They not only demand that we give our students adequate training in the technical business subjects but that we train them to have the right personal qualities and the right attitude toward business.

Congratulations should be extended to the schools and colleges that are now maintaining the high standards in wartime they have always maintained in peacetime. This nation owes these schools and colleges a great debt of gratitude for the splendid work they are doing in helping to win the war through their efficiency.

#### In Conclusion

Business demands that we train our students today, when the nation is at war, as we would train them when it is at peace, so that they may enter business or the government service fully equipped and as adequately trained as possible, that they may be able to give the best service to business and to the nation; that when the war has been won there will be a continued demand for their services; that they shall have been trained so well that they may create for themselves a place in business and society; that with the passing of time, through their training and experience, they may be enabled to advance as employees; and that many of them may become engaged ultimately in business enterprises of their own, thus becoming an important integral part of the American business structure.

#### DWIGHT L. STODDARD

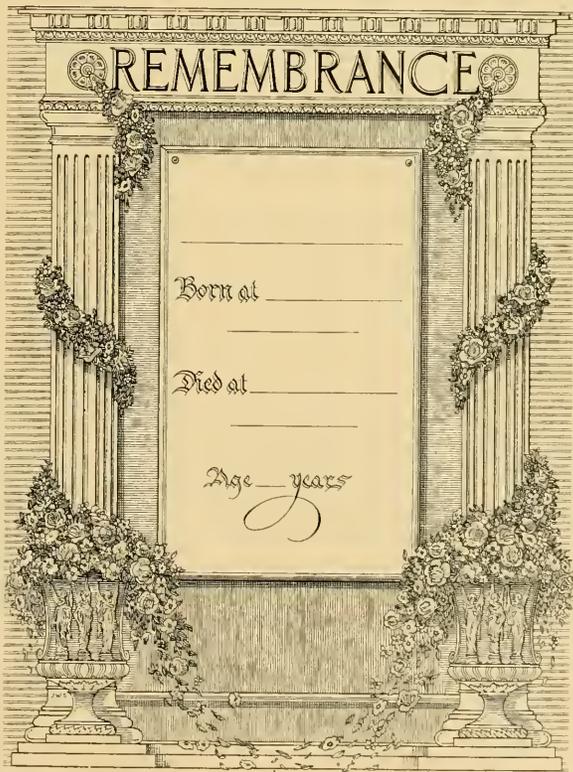
Dwight Lincoln Stoddard died at his home in Indianapolis, July 8, 1942. Mr. Stoddard was well known to our readers, having contributed work from his pen and also specimens from other penmen which he published in his various books.

'Gems' is the title of one of his books which had quite a wide sale.

Mr. and Mrs. Stoddard both attended the Zanerian College of Penmanship many years ago.

In addition to his work in penmanship he was actively engaged in carpenter work and like in his penmanship work, he was accurate as a carpenter and wrote a number of books on that subject.

In Mr. Stoddard's death we have lost a good friend and a good penmanship booster.



A unique piece of work by The Martin Diploma Co., Boston.

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# From A To Z In Ornamental Penmanship

By

*H. L. Darnes*

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Ornamental penmanship is a beautiful art from which you can get a great deal of pleasure and satisfaction. It will also help you to improve your business writing. We advise every teacher or penman who wishes to become extra skillful in penmanship to study Ornamental Penmanship; not that you are going to teach this style in your classes, but for the added skill it will give you.

Make line after line of the capital letter A. Study the location of the shade, the size and proportion of the

letter. Notice the size of the finishing oval compared to the body of the A. After practicing on the A, try each word by itself. Where you have trouble with a particular letter in the word, practice the letter by itself. Break the words up and even break the letters by practicing on the parts of letters.

After working on each individual word, write the entire sentence, watching quality of line, slant, spacing and proportion. Don't forget to have all of your letters rest on the base line. You will find enough work

on these few copies to keep you busy for an entire month if you stick to each letter until you have clearly mastered it. Don't stop with one good letter, but keep on until you can make a page with the average good.

Notice the uniform size of finishing ovals. The shades in D, A and C are nearly the same.

Study the beginning part of B. The oval should be horizontal. Keep the shade low on the base line. Place the shades where they belong. Make them short and snappy.

*Am to improve your penmanship. F. C. it grows.*

*B. Exhaustful and industrious worker.*

*C. Continued, diligent practice produces results.*



# The Place of Writing in the Curriculum

By C. C. Madeira

Handwriting has been considered of primary importance since the dawn of civilization as a social means of communication. The major part of instruction in the schools is accompanied by written work.

Writing, often spoken of as synonymous with penmanship, is a world of wider use and meaning, covering the whole field of symbols to express thought by hand as well as their arrangement. The function of writing, then, is to express, record, and convey thought.

The highest service writing performs is to materialize thought in unmistakable forms and terms. It is a mechanical, rather than a beautiful art, and is best taught as a manual rather than a fine art. As a mechanical or universal art it ranks in importance with reading and arithmetic.

Writing is important, first, as an instrument in school work. It is of value as a means of keeping a record of the information which the pupil has gained or the judgments which he has formed. It counteracts the forgetfulness which makes us lose the information or ideas which we have once had. The habit of taking notes and of summarizing what is read is a means both to the better recollection of what has been studied and to its preservation in completed form for future reference. To this type of record should be added the record of the results of experimental work.

Writing is useful, in the second

place, as a means of organizing thought and making it definite. Francis Bacon referred to this value when he said, "Writing maketh an exact man." One may speak in an indefinite and hazy way and the indefiniteness may not be so clearly noticed as when his thoughts are represented in writing. Writing helps the organization of thought by enabling one to have before him at the same time the different points which he is endeavoring to present. Without the help of writing it is difficult to keep in mind the different aspects of a subject. These two uses appear in the subject of written composition.

## IMPORTANCE OF GOOD HANDWRITING

"I feel very strongly that one of the best things commercial high schools could do for boys who are about to start in business is to teach them to write legibly. It seems to me that each year the handwriting of the high school graduates grows worse!"

Personnel Director of one of the largest of the country's investment and banking companies.

The pupil writes compositions in the school largely because the teacher recognizes this as an excellent means of clarifying his thought. This can be done most effectively when the pupil is in the mental situation of addressing an audience.

The most frequent use of writing for communication with others is correspondence, which takes the form of personal or business correspondence. This is one of the earliest and most continuous uses of handwriting and constitutes the best single ultimate motive of universal application. Of a somewhat similar kind is the preparation of written work which is to be handed in to the teacher.

The conservation of the results of experience in records which are systematically kept and filed in such form as to be readily accessible is one of the most important kinds of technique which the pupil can learn. As the student advances in his school work he will also find it necessary to take notes of spoken lectures. The facility with which he can do this will greatly influence the amount which he is able to gain from such lectures.

In all these cases the degree of the usefulness of the writing will depend very largely upon the ease and fluency with which the pupil can write, as well as upon the legibility of the written record. There is no question that the efficiency of a student is influenced very considerably by the facility with which he can write.

If I cannot get a letter to suit I will send some capitals, slips, etc. Doc. done next to nothing at letter writing since leaving Mr. Elliott in Sept. Please excuse great haste. Hurriedly, A. D. Taylor

Here we have a most interesting specimen of the everyday writing of the famous A. D. Taylor. It is a style of writing he could do very rapidly and is just the opposite in accuracy and detail from his professional hand.

# Manuscript Writing and Spelling

Desiring to investigate the results of manuscript writing and spelling, Miss Hannah M. Lindahl of Mishawaka Public Schools started one-half of a 1B class in manuscript writing and the other half in cursive writing. During the second part of the year the students were continued as they had been started, half in manuscript and half in cursive. By the end of the school year, half of the students had received regular instruction in manuscript writing and the other half had been taught cursive writing during the same period.

Formal spelling lessons were not given to any of these pupils and no effort was made to teach spelling as such. Whenever children showed a desire to write, they were encouraged to do so by the teacher who helped them with the spelling of the words. Since the children who had been taught manuscript writing found writing much easier than did the children who had been taught cursive writing, the former group wrote spontaneously much more frequently than the latter group.

Toward the close of the school year all the 1A teachers were asked to give the children a written spelling test of sixty words selected by the writer from a list of seventy-five words. The list consists of words which may be taught in grade one. The sixty words were divided into six groups of words, and writing periods on several days were used to give the test. The complete list of sixty words follows:

it	was	when
little	two	are
at	now	good
all	she	like
is	and	glad
see	dear	has
with	did	this

had	go	well
come	get	am
school	going	me
went	be	some
home	but	them
for	been	of
have	to	you
I	love	your
our	in	from
mother	on	my
daddy	not	up
we	one	play
will	how	the

## The Results

The results of the test were divided into two groups, namely, the results from the children who used manuscript writing and the results from the children who had been taught cursive writing. The medians for the classes in the two groups and for each group as a whole were as follows:

All students, whether they are studying manuscript or cursive, should be given definite periods at which time they should be trained in the formation of the letters and the proper method of execution. They should be induced to do the necessary practice to acquire the skill to write well.

## MANUSCRIPT WRITING

### Number of Words Correct

Class 1	52
Class 2	48
Class 3	45
Class 4	39
Class 5	39
Total group median	44

## CURSIVE WRITING

Class 6	41
Class 7	18
Class 8	13
Class 9	11
Class 10	9
Total group median	16

The large difference between the medians in the two groups cannot be ignored. It indicates clearly that the group which used manuscript writing spelled correctly the greater number of words. It also indicates, in general, that the classes that had been taught cursive writing had not gained as much spelling power as had the classes that had received instruction in manuscript writing.

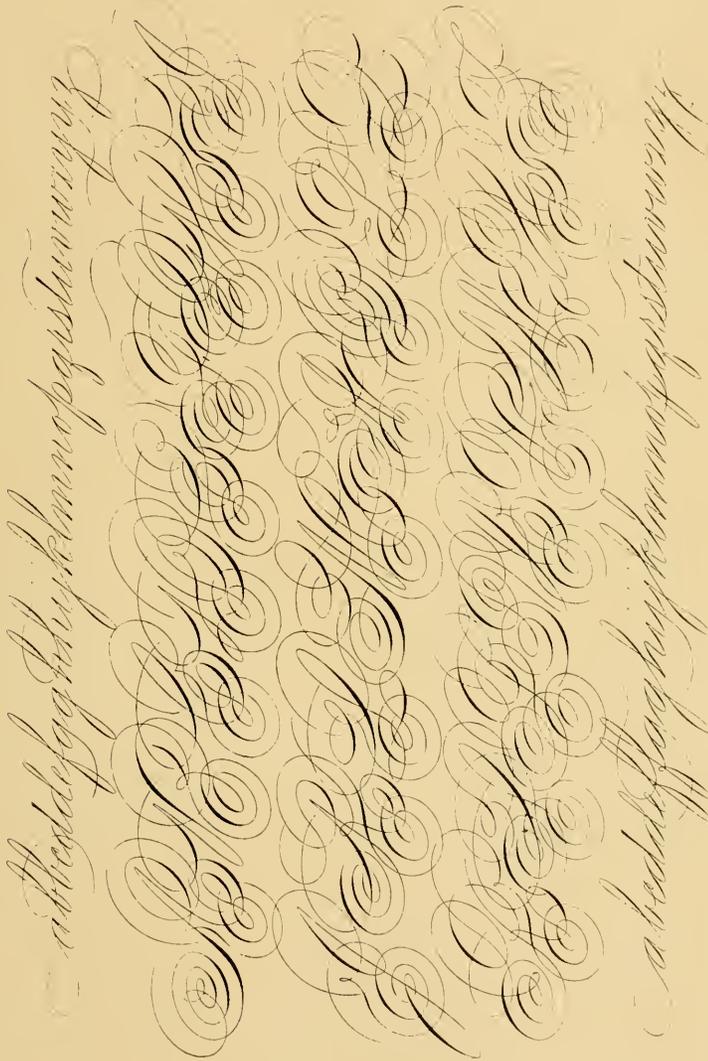
Although exact findings cannot be secured from this study, due to the fact that the writer did not have the intelligence quotients of all the children who were involved, it should be pointed out that intelligence tests previously given to the children used in this study have shown that the general intelligence in the various schools is about on the same level. Therefore, the writer does not believe that there was any outstanding difference in the general intelligence level of the first grade children in the two groups reported in this study.

In view of the fact that the median for the children who had been taught manuscript was almost three times as large as the median for the children who had been taught cursive writing, we may conclude that this study seems to support the statement that the teaching of manuscript writing indirectly promotes the learning of spelling.

—From Childhood Education.

Remember: Fully fifty per cent of all present-day records of mankind are hand-made. Because today's fifty per cent equals many times the entire one hundred per cent of all records needed only a few years ago, the demand for good hand-writing and Lettering is greater now in every type of modern life. Expert training pays dividends.

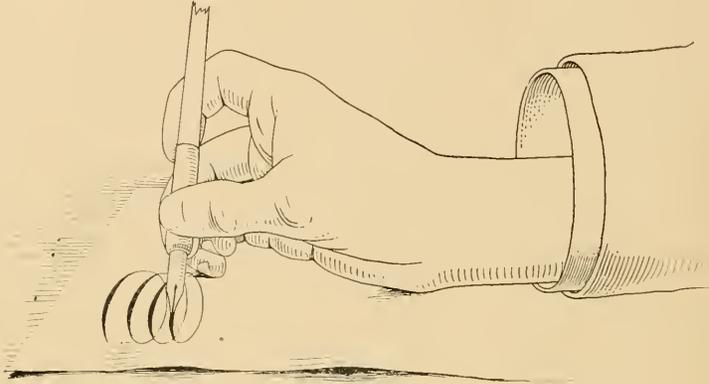
The above lettering is by Norman Tower, Engrosser in Denver, Colorado



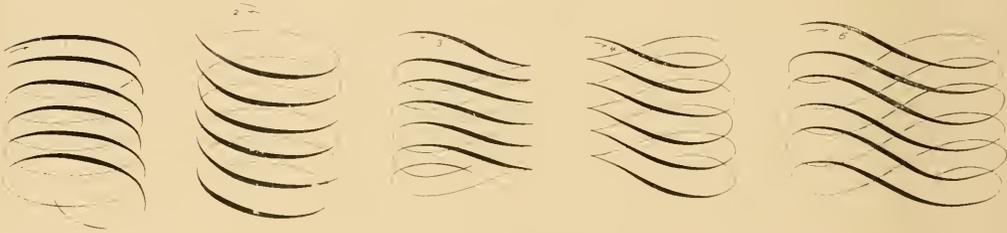
A Very Skillful Alphabet. It appeared in the Zanerian Script Alphabets some years ago. These are of such a high degree of skill that it deserves a place in your scrapbook. If you want to see how much skill you have, try this alphabet. It might be well to try the letters separately. Study the beautiful parallel lines and excellent spacing.

# Lessons In Flourishing

Those who desire to flourish birds will find this course interesting and helpful. You should at first acquire a certain amount of skill in handling the pen. The pen should be held with the end of the pen away from the body. The strokes are all thrown directly away from the body towards the top of the desk. Learn to go from a hair line into a shade and back again skillfully. Practice each exercise many times and let us see your efforts. We will help you free of charge.



Correct Position for Flourishing



## Sonnets of Life

By G. H. Lockwood

Who starts the morning with a 'darn'  
Will end the day with 'damn',  
And, while the words will do no harm,  
The trouble is in the 'slam'  
That one puts in one's character,  
The impulse one let's fly,  
These more important than mere  
words.

It's what words signify.  
When one is irritable and cross  
One hurts one's self, I'm sure,  
But others too must bear the loss.  
Far better to endure  
The pain or worry or distress,  
For damning things just makes a  
mess.

A temper uncontrolled is bad,  
It shows a 'yellow streak',  
An idiot will oft get mad  
And damning words will speak,  
A wise man ever holds his tongue  
If he is really wise,  
For well he knows the consequence  
If off his base he flies;  
One damn leads to another damn,  
Soon everything is wrong,  
The world is but a hollow sham  
No place for joy or song,  
The trouble's inside, and not out,  
The 'I' within must face about.

The Beacon, published by the Indiana Business College, Marion, Ind., has been received. The envelope bearing the catalog was addressed in Mr. James T. Maher's attractive Ornamental penmanship. Mr. Maher has charge of the Marion School, Marion, Ind.

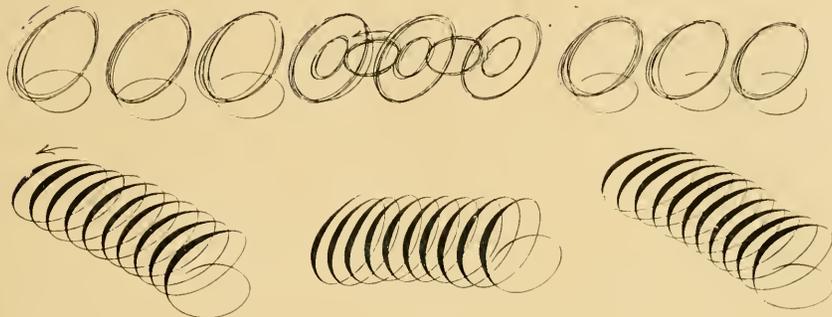
### ZANERIANS MARRY

On July 4, at Hannibal, Missouri, Miss Lena F. Kuntz, of Treichler's, Pa., and Arthur Lembke of Monona, Iowa, were united in holy wedlock. Both are graduates of the Zanerian College at Columbus, Ohio. Mrs. Lembke holds a B.S. degree.

Mr. Lembke is employed in the Identification Department of the Iowa Ordnance Plant, Burlington, Iowa. They will reside at 832 North 8th St., Burlington, Iowa.

# A Course in Ornamental Penmanship

Follow This Course and Improve Your Skill in Business Penmanship



These exercises are given to prepare you for Ornamental Penmanship. The first exercises are made without any shade to develop control and light touch. The second line of exercises contains evenly-spaced shades. Be accurate in getting the shade on quickly with snap. Do not drag the shades around the turns. Naturally the more uniform you get the down strokes spaced, the better your work will be.

Use an Oblique Penholder and a Zanerian Ideal or Fine Writer Pen. These pens are flexible enough to enable you to make the shades without much effort.

All teachers or persons desiring to become skillful penmen should work on Ornamental Penmanship.

## L. M. THORNBURGH

Mr. Thornburgh was born of Quaker parentage on an Indiana farm. His early experience included training and working an ox-team doing farm work, hauling logs for the saw mill and doing similar farm work. He began teaching in a country school at the age of 19, after graduating from a Normal School. After teaching two years in the country school, he prepared for business school teaching. For sixteen years he trained many men and women in business. In this work he was very successful. It was at this time of his life that he became interested in penmanship and became acquainted with some of the leading professional penmen and teachers. He was considered a very skillful penman and his work was published in the penmanship journals.

Mr. Thornburgh's last position in teaching was Principal of the Paterson, N. J. Commercial High Schools. The Commissioners of Education gave him a life-time appointment at an at-

tractive salary but after nine years the urge to go into business induced him to resign his life-time appointment and go into the business of raising and transporting bananas in Honduras, Central America, where he became connected with the United Fruit Company. It is stated that through his operation of a fleet of steamers and eighty-one barges there was developed along the Ulua River the largest single banana territory in the world. Bananas are now grown on both sides of the river for a distance of 140 miles. He was in the banana business for a period of ten years before he sold his barges, ship yard, etc., to the United Fruit Company. He then returned to the United States in 1919. From that time to the time of his death he was engaged in the mining industry, having an interest in mines in California, Nevada and in New Mexico. He wrote us that he and his partner financed the building of one of the largest recovery mining mills for extracting rare earth metals.

Mr. Thornburgh passed his three

score and ten years and up to the time of his death May 23, 1942, at Atascadero, Calif., he was strong and vigorous, and his sudden death was quite a surprise to his friends here in the Educator office. He had many friends in the penmanship and commercial teaching profession, especially among the older members.

Thus another unique figure in the penmanship profession has laid down his pen.

**STOP**—Penmanship collectors and lovers of pen and ink art: For a dollar bill I'll make 12 different combinations of your name and enclose a set of fancy capitals together with an identification card for your bill fold executed to order by "Minnesota's Master Penman".

C. O. ELLEFSON  
P. O. Box 1028 Proctor, Minn.

### GLOSSY INK

Makes Ornamental and Caid Writing work look more beautiful. My glossy inks give very brilliant shade and fine hair line. You will enjoy using them.

Glossy Black, 2 oz. bottle—40c  
Glossy Brown, 2 oz. bottle—35c  
Also Jet-Black ink for Business and Ornamental Writing, non-cl'ed, flows freely and works nicely, 2 oz. bottle—30c.  
\$1.00 brings you a bottle of each, postpaid Try them. Money refunded if not satisfied.  
C. N. BÉGIN, 12 Mont. Carmel, Quebec, Can.

# Lessons in Script

Engrossers' Script, sometimes called Copper Plate Script or Roundhand, is one of the oldest styles of writing used today. At one time it was used in business and social correspondence. Today it is used as a fine art. No style of writing is more beautiful than Script. It, of course, is a slow style of writing and light line writing has taken its place for business purposes. Most people admire beautiful Engrossers' Script. It is a style that you can very easily master if you will study and practice it systematically and intelligently. Get an oblique penholder and a flexible pen like the Fine Writer or Zanerian Ideal. These

pens are flexible so that with a slight pressure the nibs can be spread for the wide shades.

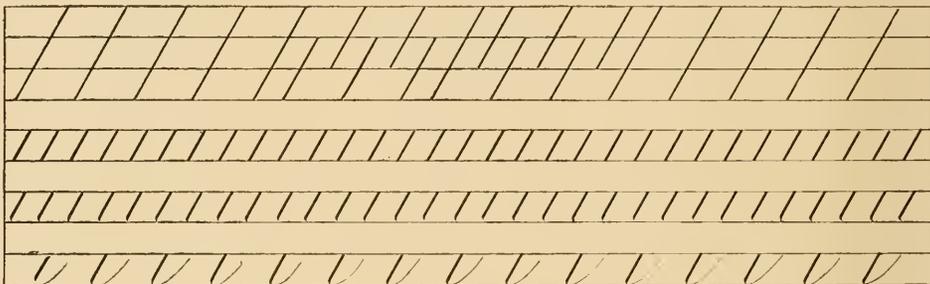
First learn to make straight smooth shades. These should be uniform in width and uniformly spaced. Try to cut the tops and bottoms off square without retouching. Of course, where you do not succeed in getting a stroke cut off straight, retouch it.

It is important that you get these shaded strokes to point towards the center of your body and to pull your strokes down in that direction. Get the elbows even on the desk with the side of the hand well down on the

paper. Unlike business writing, the hand may be turned over on the side forming a firm foundation. This style is made mainly with the finger movement.

In the last exercise, the pen should be raised each time you approach the base. Always raise the pen on the bottom turns of the u, i, o, a, etc.

Use a good grade of paper and ink. If you have any questions to ask about position or supplies or anything pertaining to this kind of work, write to the editor of *The Educator*. We will be glad to see some of your practice work.



## H. A. RENEAU

H. A. Reneau, who for the past nineteen years has lived in Long Beach, Calif., died on June 27 at the age of 64 years. He was an engrosser and penman of unusual ability. He specialized in diploma filling which ran into many thousands.

He was born in Adair, Ill., and spent his early boyhood days on a farm in Kansas. He was inspired to take up penmanship by an itinerant penman. In 1902 Mr. Reneau attended the Zanerian College and graduated in May 1903.

He taught penmanship in public and private schools for about 15 years in Fort Smith, Ark., and Monroe, Wis., and went to Long Beach in 1921 where he devoted most of his time to engrossing. He found much engrossing to do for high schools, colleges, life insurance companies, hospitals and business men.

He is survived by his widow, three daughters and two sons.

Apollo T. Gaumer, 1524 Edgemont St., Indianapolis, Ind., is enjoying his penwork immensely these days. He recently donated a handsome piece of engrossing to Boys Town for their collection.



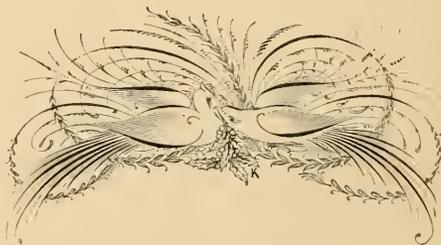
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Send for your desk bottle today. 60c Postpaid. Used by America's Finest Penmen. You'll like its fine hair lines and rich, satiny shades.

ALBERT P. MEUB, 1944 Lama Vista St., Pasadena, Calif.



By Mr. L. M. Kelchner, 5002 Wallingford Ave., Seattle, Wash.

~~~~~: Dear · Little · Stranger ~~~~~

.....

· Dear · little · stranger · from · lands · unknown,

· Coming · to · earth · and · an · humble · home ·!

· Coming · so · helpless, · and · tiny, · and · dear · ~ ·

· I'll · hold · you · close · in · my · arms, · right · here ·.

.....

· Whom · will · you · look · like, · your · dad · or · me ·?

· Maybe · your · granddads, · or · Auntie · Dee ·?

· Will · you · be · husky, · or · dainty · and · small ·?

· Blond · or · brunette, · a · bit · like · us · all ·?

.....

· Dear · little · stranger, · will · hours · never · end,

· That · keep · you · from · coming · your · sunshine · to · lend ·.

· To · the · home · that · is · waiting, · the · hearts · full · of · love ·.

· Yearning · to · greet · the · Lord's · gift · from · above ·?

· Eleanor McElroy

In a recent collection edited by Ruth Lawrence, entitled "The Voice of Freedom", published by the Haven Press, 42nd Street, New York City, Miss Eleanor D. McElroy has two poems in addition to the one printed above. They are entitled "Land of Hope" and "The Mirror." This seems to be an excellent publication for poet lovers and we would recommend it to any interested.

Eleanor D. McElroy is a teacher. She has an A.B. Degree from Fairmont College and A.M. Degree from the University of West Virginia. She attended the Zanerian in 1935 and is an excellent penman and teacher of Penmanship. Her poems have been published in two other national anthologies. Her address is 1013 Carleton Street, Fairmont, West Virginia.

Lettered by the Janitor

THE ZANERIAN



**DESIGNING AND ENGINEERING**  
By E. L. Brown.  
Rockland, Maine.

It must be remembered that great command of the pen cannot be attained without practice on shaded exercises. At least this is our opinion which might create discussion. We hope not, however.

During the past fifty years, more or less, we have become familiar with the popular writing movements and have found that all have their place and advantages in executing different types of pen work.

The page of script and flourishing given in this connection was executed with an off-hand movement and the work might be referred to as showing a considerable degree of dash, grace and strength.

Arnold's black writing ink was used and a Zanerian Fine Writer Pen.

This style of work has its use in developing fine penmen and we believe it will soon gain its former popularity, not only as a most excellent exercise, but as a means of creating interest and enthusiasm among those striving for penmanistic skill.

**FROM AN OLD STUDENT**

A letter was received from W. E. McLaughlin, head of the commercial department and purchasing agent in the San Benito Co. High School and Junior College, Hollister, Calif., who attended the Zanerian College in 1902. Since that time he has been continually in school work. After leaving the Zanerian he returned to San

Francisco and took charge of the Ayres' Business College where he remained until the earthquake in 1906.

In August 1906 he went to the high school at Alameda where he remained until 1914. In 1914 he joined the Hollister high school staff where he has remained ever since.

Mr. McLaughlin has maintained his interest in penmanship all these years. Each year he fills diplomas and does a little ornamental work to keep up his interest and skill.

In addition to the school work he maintains an office for the practice of accountancy.

Very few high school principals have the ability to address an envelope as skillfully as the one received from Mr. McLaughlin.

*If you feel you need a change  
I know a simple thing to do  
Shut your eyes then open them  
And take a different view."*

Mr. G. C. Green, Philadelphia, Pa.

## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**American Business Law**, by R. Robert Rosenberg, Ed.D., C.P.A., Principal, School 34, Jersey City, New Jersey; Former Instructor of Business Law and Related Commercial Subjects, Dickinson and Ferris High Schools, Jersey City, New Jersey. Published by The Gregg Publishing Company, New York, N. Y. Cloth cover, 632 pages.

The plan and arrangement of this book will attract the attention of business law teachers. The unit of instruction study centers in the "section" one for each topic of law presented, several in each chapter. Another interesting feature is a series of something like a hundred socialized drawings (pen and ink sketches) that picture everyday applications of law. A comprehensive series of timed drills or tests at the end of the twenty-five chapters appear to be a feature that the law teacher will be able to use to good advantage. Enriching the book's presentation of the social aspects of law is a chapter on the workmen's compensation laws, the Social Security Act, the National Labor Relations Act, and the Wage and Hour Law. This new text should be a welcome addition to business law teaching materials.

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**HILL'S BUSINESS UNIVERSITY, Dept. D, Oklahoma City**

A letter has been received from Frederick F. D. Chu, Kapaa, Kauai, Hawaii. Mr. Chu is well and is still doing penwork even though they have their blackout nights. He enclosed a photograph of one of his recent illuminated pieces of work entitled, "Ah, Sweet Mystery of Life." He also enclosed a fine flourish.

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# Penmanship

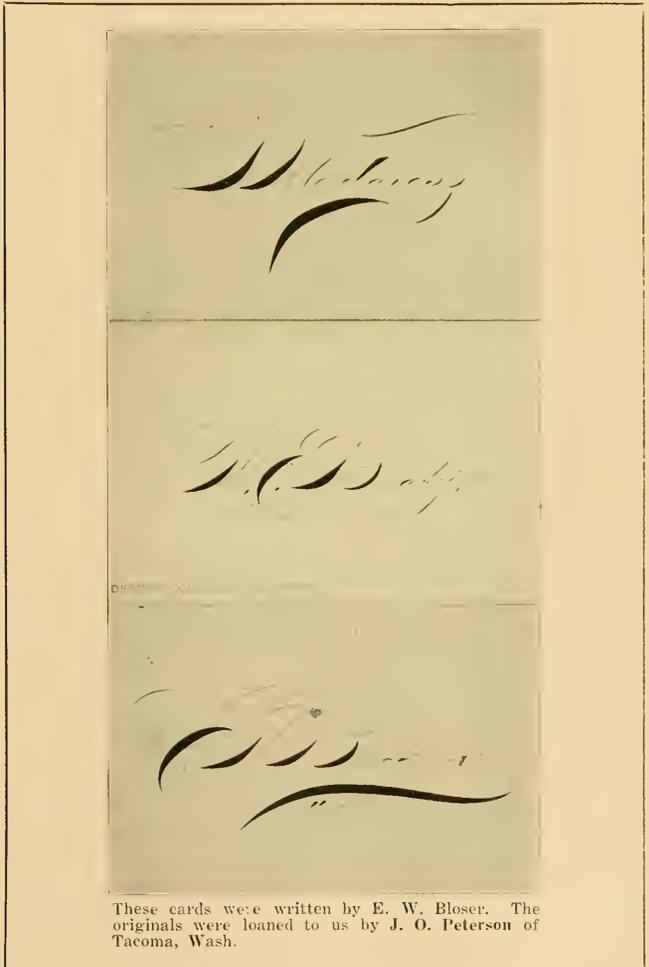
By F. C. Andrews

It was July nineteen hundred and twelve; "Uncle Charley," the Secretary of the College, came straight across the campus toward me and I knew he had something on his mind. He stopped a few feet from me and said: "Frank, will you accept a teaching position in a private school in Chicago?" I replied: "Yes! I will accept a position anywhere."

I applied for that position. My references were good. My three years teaching experience was sufficient but my penmanship was NOT good enough. Of course I was disappointed.

The position paid fifteen hundred dollars a year with plenty of opportunity for advancement. I later accepted a job in a small town at eight hundred and eighty dollars; a difference of six hundred and twenty dollars a year. That was thirty years ago, and thirty times six hundred and twenty is **eighteen thousand six hundred dollars.**

The experience taught me a lesson. I have improved my penmanship (made the Educator a few times) but I am not a very good penman, but I am a hard-boiled penmanship teacher.



These cards were written by E. W. Blosser. The originals were loaned to us by J. O. Peterson of Tacoma, Wash.

# His Hope They Need

I saw him walking there one day,  
 With cane and head bent low;  
 He was not old though sixty years  
 Had made his steps more slow.  
 His clothes bore patches here and there;  
 His shoes were worn and old,  
 And not an overcoat had he  
 To keep away the cold.

This is the first of six verses from a poem composed by J. Buell Shahan, Elkins, W. Va. It has been published in a volume entitled "Poems of Life". The Ornamental writing and roundhand body makes an interesting medium for such verse. Give it a trial some day. In addition to being a composer, Mr. Shahan is an excellent penman.

The Script is by P. Z. Blosier. (To be Continued)




By Rene Guillard, Evanston, Ill.

# My Mother's Picture

In the front room of my cottage,  
Is the sweetest thing to me;  
'Tis the picture of my mother,  
And I prize it tenderly.

Often when the day is fading,  
And the sun drops in the west,  
Do I gaze on that sweet picture  
Of my first friend and my best.  
And in fancy I can see her,  
As in years of long ago,  
When she led me over rough roads  
Where my childish feet would go.  
On thru childhood and thru girlhood,  
She was still my friend, my guide,  
Ever watchful, ever anxious,  
Loving me whate'er betide.

Many years ago she left me,  
For a home more bright, more fair,  
But I know that Heaven's sweeter,  
Since my mother went up there.

In the front room of my cottage,  
Is the sweetest thing to me,  
'Tis the picture of my mother  
Who was all this world to me.

# "Mr. Meadows Says"

BY GEORGE A. MEADOWS  
Pres. Meadows-Durighen  
Business College, Shreveport, La.

## A GOOD BUSINESS COLLEGE

We're mighty proud of our student-body today and of our entire organization. None of you realize, I am sure, how long it takes to acquire a good organization or to build up a good school.

Contrary to what some may think, you cannot just rent some offices and study halls, buy a few desks, chairs and typewriters, hire two or three teachers, put an ad. in the newspaper, or get an announcement over the radio, and immediately have a student-body or a business school. It just can't be done that way!

It usually takes years and years to build up a good school or a good reputation. The things that count are:

- (1) Practical, efficient courses and methods.
- (2) Up-to-date mechanical equipment and enough of it.
- (3) Thoroughly trained and experienced teachers of the right temperament and personality.
- (4) Comfortable, well-lighted, well-ventilated study halls.
- (5) An active employment department that tries to locate every capable student in a position where he will fit.

But the student is the MAIN thing: A school cannot do a good job of either TRAINING or PLACEMENTS if it does not have good students—students who have good foundations in English, Spelling, Arithmetic, etc.—students who are cooperative and who have the right attitude—students who have good personalities and that an employer does not mind having around him or looking at.

It does not matter how great the DEMAND for help may be, if you, as an individual student, cannot, in our opinion, meet the requirements, we cannot RECOMMEND you. OUR reputation is always at stake. If we made a practice of recommending people who could not do the required work, it would not be long before our reputation would be ruined and employers would quit calling on us.

Every student writes his OWN recommendation, figuratively speaking, from the time he enters the front door of our office until the day he leaves this school. We cannot say or do more for the student, and be fair with ourselves and employers, than the student's RECORD warrants.

I am amazed, sometimes, at the things students do; for instance, how careless they become about their attendance. They don't seem to realize that they must attend school CONTINUOUSLY—every day and every hour—if they are to progress in their courses and become efficient; or that they must attend and stay in school

in order to build a reputation for being DEPENDABLE.

In business school, one must acquire SKILL as well as KNOWLEDGE, and this requires INTENSIVE effort. Some get the idea that they can check out of school or leave at will, that it is none of OUR business, because they're paying their way, etc.

The average student does not stop to consider how much it is costing him—or his parents, or guardian—for him to attend school, or how much his TIME, when properly used, is WORTH.

Some noted authority—I think it was an official of the federal Government—estimated several years ago that every day spent in school, and this included business schools, was worth \$10 to the individual student. This represented INCREASED EARNING POWER as a result of the increased knowledge or skill acquired in school.

When you look at it in THAT way, your time as a student may be worth more than it would be if you were employed on a job. Yet, there is not one student out of ten—or perhaps out of 100—who would dare report LATE for work, if he had a job; or that would leave his work at any time during the day, without permission, to be gone as long as he pleased; or that would dare fail to report for work any morning, afternoon or all day, without notifying his employer. Yet . . . some students in business school, the place of all places where one should conduct himself in a business-like manner, feel that they are entitled to go and come as they please.

How or why they got that idea, which sometimes ruins otherwise good students, I do not know. Think it over!

Among other things, business school students should learn to cooperate with OTHER people, especially those they are associated with, either in school or on a job. One can never be a "boss" himself, unless he can first BE "bossed."

Then, why students sometimes hand in the QUALITY of WORK that they do is beyond ability to understand. For months and months, the student practices at the typewriter, and he is told from the first day that he must not have any erasures or strike-overs; that his work must be clear and that it must be neat. Sometimes a student may have been doing good, neat work in the Typewriting Department, but put him in the office and he gets nervous, or SOMETHING, and he will hand in work that you expect to sign your name to and mail out to people—work or letters that represent you and your institution—and it will be

SMEARY, and have erasures and strike-overs; in fact, it will be entirely lacking in neatness and attractiveness.

These students should KNOW when the type on their machines should be cleaned, and the ribbon should be changed, or that they should not get smears from their carbon paper on their letters and copies. . . . yet, I repeat, they will hand in work that is a reflection on themselves, their teachers and the school. To me, there is no EXCUSE for such things!

Employers like for their letters to look as though they had never been handled by hand; in other words, they want them to look NEAT, FRESH, and ATTRACTIVE. A stenographer or secretary would not think of putting on a clean, white blouse, and then getting dirt or soot on her hands and smearing some on the blouse; nor would she think, after she had worked an hour or so getting her face all fixed up, of smearing it with carbon paper or dirt.

Then why don't they think of those things when it comes to their WORK—the thing they expect to earn their living by or at! One's work represents himself—and the better it is the more it is WORTH—and the more he will get paid and the more rapid he will advance.

So let's be certain to see that WE do neat, clean-cut, attractive work; that we pay attention to our margins—see that they are wide enough to make the letter look attractive on the page.

Let's pay attention to our spacing between paragraphs and other important parts of the letter. Let's be certain that every word we write is spelled correctly, and fits into the sentence and makes sense. Let's not use any words in our transcription that we do not understand, or that we do not know to be correct. If in doubt about a word, sentence, or anything else, consult the dictionary, or ask about it.

It is far better to disturb your employer during the day, when he can answer your questions and put you straight, than it is to go ahead and write something that you are not sure of and then that afternoon, when he gets ready to sign his mail, he finds that you have used the wrong word, and have messed up a letter, and he cannot send it TODAY, when it was perhaps IMPERATIVE that that letter get out that very afternoon!

What we have said here about neatness and accuracy in typewriting, or letterwriting, is just as important in bookkeeping or in any other work that you do. Be your own severest critic and you will get along better and go much farther in the world. Remember, too, that as you must exercise the muscles of your body to develop them physically, you must develop the cells of your brain, through study and practice, to develop them mentally. The latter is just a matter of concentration, application and persistence.

People should pay particular attention to the way they talk over the telephone. Usually, one should answer by picking up the receiver and giving the name of the firm or institution. Attention should be given to the TONE of voice—see that it is not too harsh, too shrill, or too abrupt.

One should be careful, when information is wanted over the telephone,—to see that the right person is gotten to the 'phone to give it. But don't hold up the 'phone to run all over the place to find someone. In a pleasant voice, ask the person calling to leave his number and name, and you will have the person he wants to call as soon as possible.

DON'T use a business telephone for social conversation, if it can be avoided. If it cannot be avoided ENTIRELY, though, make it as SHORT as possible.

Stenographers, secretaries and office assistants should learn to "keep their mouths closed,"—so to speak; in other words, they should not repeat business or office secrets—never tell what is dictated to them or what they hear over the telephone. In addition to doing your work correctly and neatly, you must do it rapidly or with DISPATCH. Business people do not have time for SLOW stenographers or secretaries; by that, I mean people it "takes all day," so to speak, to get out anything or get anything done. Moreover, you must be able to get VOLUME into your work if you expect to demand a good salary or advance in your position.

Above all, try to avoid WASTE in STATIONERY and SUPPLIES. It

would be a good idea, when you have finished your day's work, if you would look into the waste basket to see just how much your day's work has cost your employer in RUINED STATIONERY and SUPPLIES.

The point is, you want to get out of the habit of MAKING errors, or of having to do things OVER, or of wasting material. "Waste not, Want not" is a good slogan for every individual in business or in the home. You can save, too, on OTHER things that cost money, by trying to conserve in the use of them, such as electric lights, electric fans, etc.

Display some INITIATIVE and RESOURCEFULNESS, if you want to get ahead; and, above all, don't be afraid to work or stay over time, if necessary or if it is permissible. Finish each day's work within the day, if possible. Don't leave things to be done the next day, or later, without telling your employer.

Right here, I'd like to say students used to beg to get work in our office—and they were glad to stay after school and come down on Saturday mornings. Now, most of them want to work in the office a little, get off at 4 o'clock or sooner, and none of them want to come down on Saturday.

Yet . . . they need all the practice they can possibly get . . . and if they are willing to stay on the job and work for awhile—in other words, get where we can really recommend them as being good, we can give them plenty of chances at jobs. We cannot MAKE anyone hire them, as that's a matter of personal salesman-

ship. But if they really get where they can do OUR work, that usually gives them enough confidence to enable them to sell themselves—or their service.

There are two PERSONAL qualities that are always essential to success—and the two usually go hand in hand; namely, AMBITION and HARD WORK.

Ambition is the "driving force" in one's life. It is the thing that makes a fellow WORK HARD to GET or ACHIEVE the things he wants. While I believe ambition has to be born in one, to a large extent, I am equally as certain that it can be developed where the proper influences obtain.

There is one other thing just about as important to success as ambition and hard work, and that is PERSONAL CLEANLINESS. Everyone admires an individual who is neat, clean and attractive in his or her personal appearance. One may not be able to afford the finest clothes, but nearly everyone can keep CLEAN—and, if necessary, do his own laundering, pressing, and shoe cleaning, or shining. LOOK your best if you would DO your best!

Summing up, I urge you:

1. To make your time count.
2. To be neat and careful in all of your work.
3. To get volume into your work.
4. To avoid waste of stationery and supplies.
5. To work hard and try to finish your work every day.
6. To try to get somewhere in life!



A drawing by the F. W. Martin Co., Boston, Mass.

# FAMOUS LETTERS

Dear Superintendent;

It takes but little ability to teach form in writing and to get script drawing. Likewise, it takes but little ability to generate movement and secure scribbling. The exactness of the copy-book, and the slipshodness of the muscular movement and speed idea, are each extremes to be avoided.

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Manuals for teachers, big writing for children, careful gradation, correlation of form and movement, pen-written copies, individual writing for adults, are some of the distinctive features which have made the Zaner Method a pronounced success.

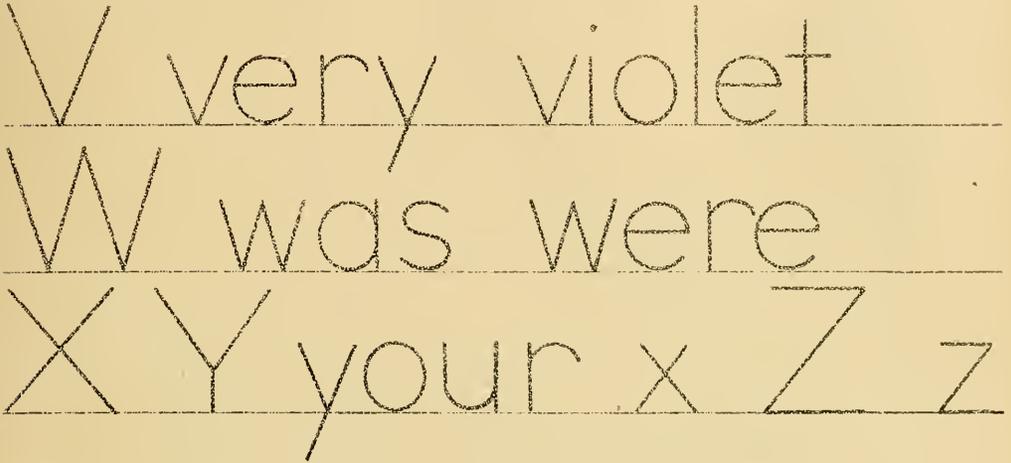
Correspondence solicited.

Sincerely yours,

Zaner & Blosier Co.

Per C.P.Z.

# LESSON IN MANUSCRIPT



In previous issues we have presented the other part of the alphabet. This plate deals mainly with slanting strokes. The letters, however, when completed should be vertical. Give special attention to the slanting strokes. Show the pupils the similarity between the V and W, the top part of the Y and X. Notice that the body part of the Z is about the same as the one stroke of the X. Teachers should learn to make all of the letters in the alphabet well for after all, nothing will inspire pupils better than a good example by the teacher.

## IT WILL HELP YOU

A young accountant in Chicago writes that he secured his position mainly on the strength of his good handwriting. Many of the desirable positions do require good writing. At least, handwriting is the entering wedge to many good positions.

A very fine lot of specimens has been inspected from the Fort Madison, Iowa, Schools. Sixty pupils won the High School Certificate; nineteen, the Advanced Certificate and twenty-one the Grammar Grade Certificate. The specimens were sent in by Miss C. G. Phelan.



# Freeman's Scientific Handwriting Scales



Size 8 1/2 x 26

How Well Should A Pupil Write?

In Grade 1? In Grade 3?

In Grade 2? In Grades 4 to 9?

This is a question which teachers, pupils and school officials have been asking. Dr. Freeman, by measuring thousands of specimens of handwriting of pupils, has determined scientifically just how well the average child should write in each grade, and has prepared a handwriting scale for each grade from one to six and another scale of Grades 7, 8 and 9.

Scale three is shown herewith. It contains a satisfactory standard for grade three, as shown in the center of the scale. On the right is a specimen of handwriting which is very satisfactory for grade three, and on the left is shown a specimen of handwriting which is unsatisfactory for grade three.

These Handwriting Scales will be very helpful in testing the handwriting of your pupils. One of these Handwriting Scales should be in each classroom. Many schools are placing these scales in the hands of the pupils by purchasing a half dozen for each room. The cost is small when compared with results secured.

For Teachers and Pupils in Grades 1 to 8

|                                |        |                                           |        |
|--------------------------------|--------|-------------------------------------------|--------|
| Scale 1 for Grade 1, per dozen | \$1.92 | Scale 5 for Grade 5, per dozen            | \$1.92 |
| Scale 2 for Grade 2, per dozen | 1.92   | Scale 6 for Grade 6, per dozen            | 1.92   |
| Scale 3 for Grade 3, per dozen | 1.92   | Scale 7 for Grades 7, 8, and 9, per dozen | 1.92   |
| Scale 4 for Grade 4, per dozen | 1.92   | Single Copies, postpaid, each, net        | .20    |

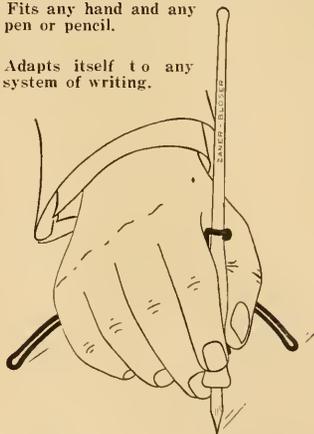
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It makes writing interesting and the teaching simple. Insures correct hand and wrist position, arm movement and slant of penholder. By alternating writing with the Frame, then without it, pupils automatically acquire the correct hand position and arm movement necessary to good writing.

Every pupil in the room is interested in trying it, to see how it works and feels, thus every pupil becomes position conscious and a marked improvement in handwriting is noted where students have access to a Writing Frame. It is highly recommended for students having extra trouble with position and for discouraging excessive finger movement. It encourages good position and freedom of movement.

Send 25c for this helpful Z-B Writing Frame, or \$2.40 for a dozen, net.

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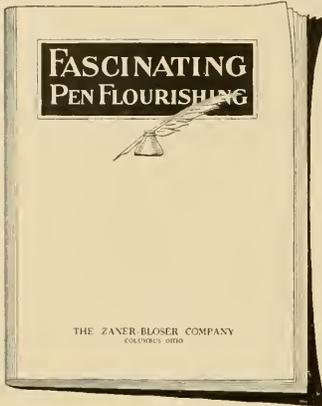


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The most pretentious work ever published which is devoted exclusively to the beautiful fascinating art of flourishing.



Size 8½ x 11 in., 80 pages, beautifully bound in flexible cardboard. New 1942 edition.

The fascinating art of pen flourishing is very popular. Fifty years of penmanship knowledge are bound in joy and volume. You will derive an immense amount of joy and satisfaction from this book. It has been said that if you want to forget your troubles, do something with your hands. One dip of the pen and the flourisher forgets all present day trials and tribulations.

Only a few strokes to use and skill is easily acquired. Presented in such a way that all persons can acquire skill in making birds and flourishes in the shortest possible time.

Flourishing is an art of beauty that is used by hundreds of people. Engrossers particularly find it useful since it increases the value of their work on headings, diplomas, etc.

Every one can profitably spend some time flourishing for it increases their skill.

The book represents the highest skill of the following penmen of national fame: Zaner, Brown, Canan, Lehman, Dennis, Blanchard, Flickinger, Kelchner, Lupfer, Madarasz, Isaacs, Behrensmeier, Glick, Darner, Collins, M. B. Moore, Faretra, Lyman Spencer, Courtney, Schofield, Gaskell, Wesco, Dakin, Skillman.

Price of the book, postpaid.....\$1.00  
 Price of The Educator, one year.....\$1.50  
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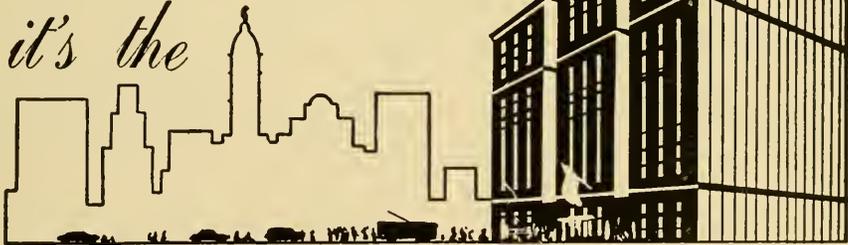
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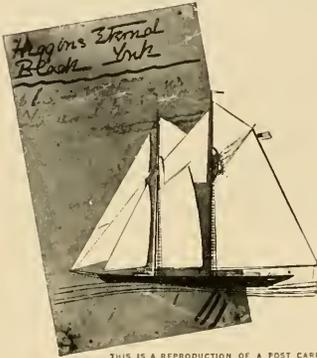
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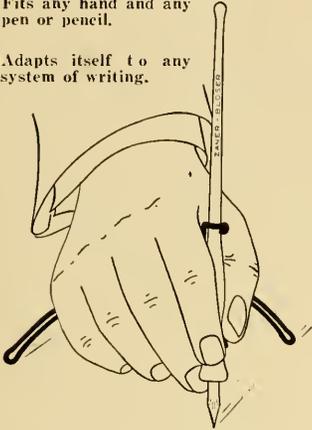
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- “ MP Multiplication
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- “ LDP Long Division and
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By

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# The Educator

America's Only Handwriting Magazine

Vol. 48

COLUMBUS, OHIO, OCTOBER, 1942

No. 2

## CURES for Common School Ills

With malice toward none--realizing that even your best friends won't tell you--

We, the committee, humbly submit our cures for common, everyday, school ills.

### No. 1

#### ORDERLY DISORDER

Is your room one of orderly disorder? Or does it present a picture of chaos and upheaval?

Furniture and materials should show some semblance of neatness and system. Room temperature should be watched carefully.

Are you a veritable dictator? Do the youngsters fear to express their opinions openly?

School citizenship, scholarship, and attitudes of the pupils are easily evaluated through the pupils' actions and answers to the teacher's questions. The pupils' responses indicate what type of work has been done during previous recitations.

Give all scholars—good and poor—an opportunity to speak. Remember please, let the youngsters express their views. It's their school, too!

**AT THE FOOT OF THE RAINBOW—** supposedly rests a pot of gold. However, we'll settle for a bucket of light blue or very pale green paint to splatter upon the classroom walls. A small bucket of ivory or cream will suffice for the artistic decorations of the ceiling. Since each classroom has a mirror which reflects one's appearance, we hope to find a paint without gloss or sheen. Schools with more than one room can achieve a pleasing effect by painting each room a different color.

#### The Committee

Edith Becker  
Mrs. Betty Anderson  
Mrs. Mary McDevitt  
Kathleen Mulryan

Margaret Sorenson  
Marguerite Zimmer  
Mildred Hulik

Courtesy of Lake County Board of Education, Waukegan, Illinois

### THE EDUCATOR

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By The ZANER-BLOSER CO.,  
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THE EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Wartime Business Penmanship

To do a large amount of writing you will find it less tiring if you use a free arm movement, rolling the arm on the muscle below the elbow. Avoid excessive finger movement which is tiring. When your hand cramps it is an indication of wrong movement or gripping the penholder.

Slow writing is usually awkward and of little value; on the other hand too much speed and hurry causes the writing to be scrawly and difficult to read. Develop a fair amount of speed but be sure that all letters are legible.

Practicing general movement exercises is a help in developing a free movement. Care must be used to make exercises and letters at the same rate of speed.

Study the illustrations which accompany these lessons and if you have any questions to ask, we will gladly answer them.

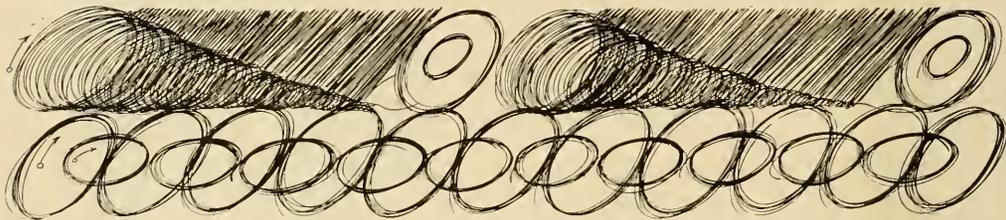
Your success as a student or teacher will depend a great deal upon your attitude. The average normal person can, with a little intelligent practice, learn to write a good hand. Not everything will be easy, but with persistent practice and effort you can overcome any obstacles which you may encounter. Believe that you can do it and part of the battle is won.

Let us learn to write with enough free arm movement to make the task of writing easy and also by using the hand and fingers to control the pen so that legible forms are produced. Unless you use all your muscles in a harmonious way, you are likely to be an extremist; that is, use too much finger movement, producing cramped slow writing, or too much arm movement producing wild uncontrolled forms.

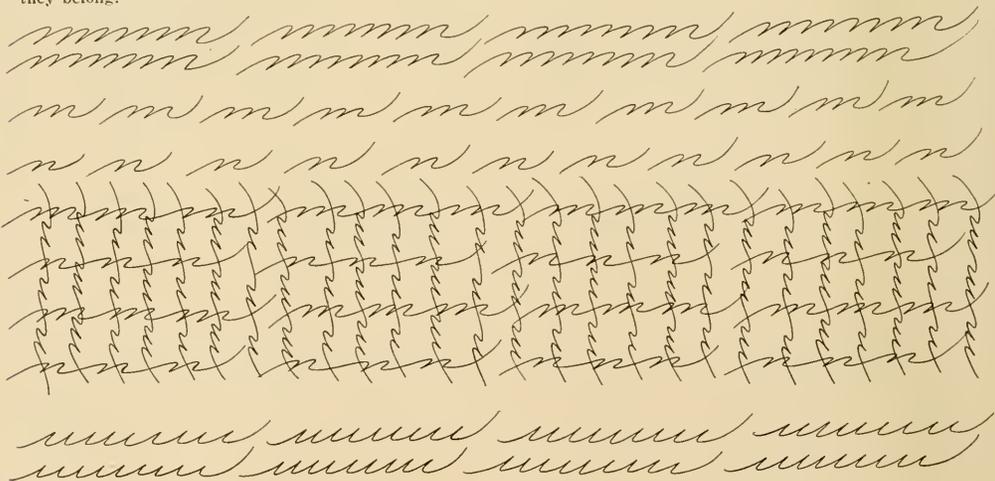
It is well to check up on position. No lesson should be conducted without seeing that all pupils are in the best possible writing position. Remember too, that the position of the paper for the left-handed pupil should be opposite that for the right-handed pupil. The top of the paper should slant to the upper right side of the desk. Sit up, keep the back straight, feet flat on the floor, and do not get the eyes too near the paper. A healthy position is important and encourages better writing.

It is desirable to keep the hand from turning over on the side and for that reason many like to have the penholder point towards the shoulder. Where your down strokes are heavier than the up strokes it is an indication that you are gripping the holder. Pen holding is important. Watch others write who write well.

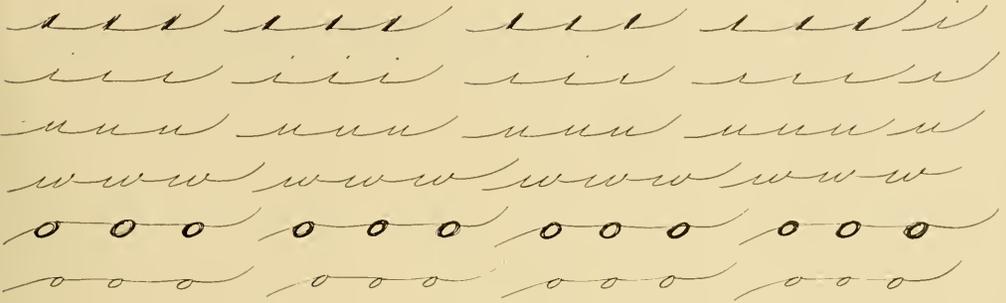
In combined movement, the large muscles make the large forms and the short or small muscles assist in the execution of some of the small forms. The function of the fingers is to hold rather than to propel the pen and to assist in minor details rather than to create motion. The functions of the arm muscles and levers in writing are to create a sufficient quantity of motion to make it easy to propel the pen. Therefore, large movements and large writing are better for the child in the lower grades, and the smaller movements are more advantageous in the higher grades.



Most students can well afford to spend considerable time developing the small letters *m* and *n*. So many letters are patterned after these letters that it pays to get them well. Be sure that you get turns and angles where they belong.



The secret of good penmanship is intelligent study and repetition. You should review often the letters which you have previously studied. Each time you go over a letter you will discover something which you did not see before.

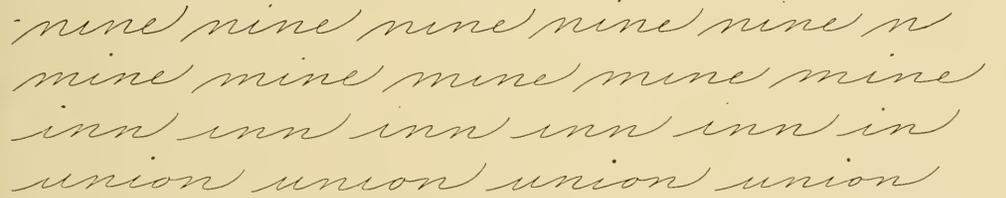


The arm should work in and out of the sleeve freely. Watch and study the movement of the arm while making the push-pull exercise.

The *i* is one of the most important small letters. The top part should be sharp and the bottom turns should be rounding. Practice these under turn exercises getting uniformity of size, slant and spacing.

In dotting the *i* use care. The dot should be twice as high as the *i* and in line with the *i*. Most people are careless in dotting the *i*.

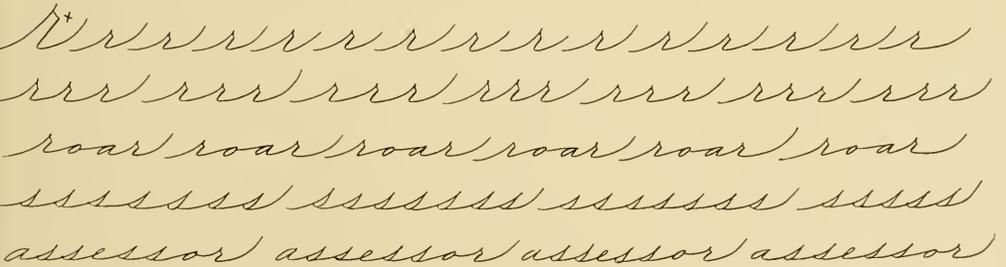
The *u* is similar to the *i*. Be sure to study the beginning and ending strokes. They should be the same length and the same curve.



Much of the writing of the world is illegible, not because of lack of skill, but for want of observation of turns.



One of the aims in this course is to write well when thinking of content. We suggest, therefore, that you do considerable actual writing along with practicing these individual copies.



Does your writing run along freely like the above with a uniform swing? Is each one of your letters unmistakably clear or do your *a*'s look like *o*'s and your *o*'s like *a*'s? Are your *r*'s and *i*'s distinct? Do you get daylight in all of your loops? Write the above and save it for further practice and comparison.



Annie Annie Annie Annie An  
 Dunton Dunton Dunton Dunn  
 Eui Eiu Eui Eiu Eui Eiu Eui

Some of the best practice you can do is on words. Take a word which you can write well and make an entire page, something that you would be proud of to show to your friends. One of the best presents you can give your parents is a well written letter showing that you have mastered a legible handwriting. They will appreciate it.

annum annum annum annum  
 annum annum annum annum  
 annum annum annum annum  
 annum annum annum annum  
 annum annum annum annum

Do people admire your handwriting? Practice each word separately in all words and sentences.

Uuuu Uuuu Uuuu Uuuu  
 U U U U U U U U U U U U  
 Unite Unite Unite Unite Ute

Each schoolroom should have a handwriting scale so that each pupil can judge his own writing and see if his work is satisfactory for his own grade. Some scales are so made that they are easy to handle and the pupils soon are able accurately to judge their own handwriting. Write the above copy and have each one in the class compare his specimen with the scale and see if the writing is as good as it should be. Then, systematically analyze the writing, show the faults and help to correct them.

d d d d d d d d d d d d d d d d  
 ddd ddd ddd ddd ddd ddd ddd ddd  
 dunce dunce dunce dunce dunce

Do not be afraid to make line after line of each letter. Draw a line along the tops and bottoms of your letters to see if your letters vary in size. They do not need to be mechanically the same but aim to make them as near the same height and proportion as possible.

The teacher should insist upon the pupils doing careful work in all written work.

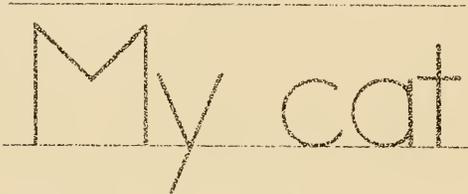
# A Manuscript Lesson Plan

By

Gertrude R. Arnheiter  
Penmanship Supervisor  
Harrison Public Schools  
Harrison, New Jersey

- I Grade 1.  
II Subject  
III Teacher's Aim:—
1. To develop a writing consciousness in the child.
  2. To develop good writing habits and skills.
  3. To teach the child to print the words "My Cat."

2. Repeat these words at given intervals across the board about five inches above the heads of the children. This repetition has a twofold purpose. The children learn from observation and repetition and the words serve as individual copy for the child.
3. Select volunteers to take their place beneath each copy.



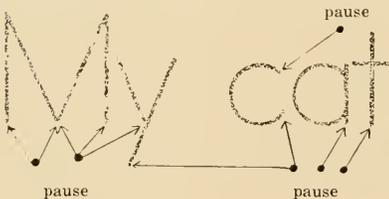
- IV Pupil's Aim:—
1. To learn to print the words "My Cat."

- V Materials:—
1. Pictures of animal pets.
  2. Blackboard lines ruled about five inches apart, chalk and erasers.
  3. Desk: Lines ruled about  $\frac{1}{2}$  inch on manila or white paper; large primary pencils; small pictures of cats or rubber stamp, cat to be mounted or stamped on top of paper.

- VI Introduction:—
- Engage children in conversation about animal pets. Allow them to relate their many and varied experiences with their pets.

- VII Procedure:—
1. At the conclusion of the discussion the teacher goes to the board and prints the words "My Cat" slowly on the board, being careful to emphasize the manner of making each stroke. (See pages 6 and 7, Print to Script Teacher's Manual.)

Be sure to pause definitely at the base line as these pauses develop a rhythmic movement and assist in the development of good form.

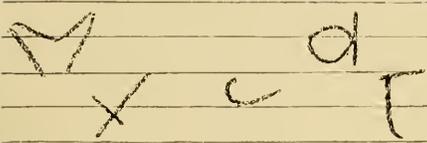


Position at the board.



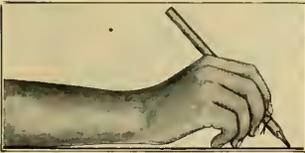
Use chalk that is not too long. Let the chalk point to the inside of your hand.

4. Check their positions at the blackboard. (See Manual, page 5.)
5. Have the child make one copy. (The result may be as follows):



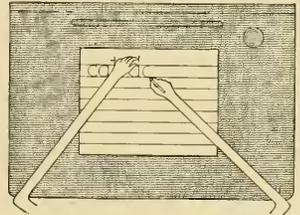
This is a common example of the results which one secures the first attempts by students. Alignment, slant and spacing are all difficulties which one encounters with beginners. These qualities, however, are easy to overcome by patiently explaining and showing the correct forms.

6. Check results—offer criticism. Be careful in offering criticism. Remember to check only one error at a time. Work either for uniform base line, uniform size or uniform spacing of words and letters, but never, in your effort to cover the allotted work, attempt too many corrections at one time. It is confusing to the child and you defeat your own purpose. By the same token, never fail to commend a child for his effort if he falls short with result. If you do this you will have helped immeasurably in developing in the child a favorable regard for writing.
7. Have child make another copy.



How to hold the pencil.

The Blackboard is a valuable paper and time saver. Learn to use it efficiently.



Position of the arms and paper for the right-handed child.



This picture shows how to sit comfortably and in a healthful position while doing print writing.



# Practice in Cursive Writing After Manuscript Training

Submitted by Marion Little, Instructor in Reading and Handwriting, Teachers College, Glassboro, N. J.

At the Glassboro State Teachers College, two of the junior sections have been studying the problem of the transition from manuscript to cursive writing.

To make this study realistic, the juniors worked with the children of the College Demonstration School. Each student taught one or two children individually.

Under the guidance of the College handwriting instructor, and with the help of the Demonstration School teacher, they were able to outline a plan for teaching during the transition period.

An exhibit was set up showing the progress of the children's work. (The exhibit showed excellent results.—Editor.) The charts tell the story of each lesson taught and what was learned by the children.

A report of the work done follows:

## I. Preliminary Background.

### A. Build up attitudes.

1. Increase anticipation for learning cursive
  - a. Provide experience in reading cursive writing.
  - b. Demonstrate uses of two types of writing.

2. Develop appreciation for attaining an additional skill.

### B. Meaning of cursive writing.

1. Demonstrate forward motion and continuous stroke.

### C. Demonstrate the relation between the manuscript and cursive alphabets.

1. Present the manuscript form.
2. Add dotted connecting strokes to show the continuous cursive form.

### D. Show continuation of techniques acquired in manuscript.

1. Pacing.
2. Spacing.
3. Uniformity of size.
4. Position of body and pencil.

### E. New techniques to be acquired.

1. Slant.
  - a. Change of paper position

Schools that are securing the best results in handwriting are following this procedure:

1. Allow a minimum of fifteen minutes a day for penmanship practice.

2. Have pupils practice on loose paper and then at the end of a specified time record their best efforts in the space in the Practice Books intended for that purpose.

3. Supply each teacher with a copy of the Teachers' Manual for her particular grade, which gives her helpful outlines, instructions and suggestions for daily work.

4. Send the Practice Books to the Principal's office once a month for checking.

5. Have teachers who do not write well on the blackboard or on paper take our correspondence course which we offer free where our books are used.

from vertical to diagonal.

2. Strokes.
  - a. beginning.
  - b. connecting.
  - c. ending.

## The Problem of Transition from Manuscript to Cursive Handwriting for Left-Handed Children

There are several problems that may arise in the transition from manuscript to cursive writing with the left-handed child.

The child has become accustomed to holding the paper vertically as the other children have. It is possible that he will want to continue in this manner or slant his paper to the left as the other children are doing. If this is done, the free position that he would otherwise attain is an impossibility. It can readily be seen that he must either jam his arm up next to his body or write with his hand above the line and his arm thrust forward. There are several disadvantages to this. When the

child begins to write with ink he may blot his work as he goes along. Often uniformity of slant is lost if he uses this style.

It is preferable for the left-handed child to have a forward slant as he progresses across the paper. If this is awkward and uniformity can be attained with vertical or backhand slant, this modification should be allowed.

A problem that presents itself in either manuscript or cursive writing is the problem of lighting. Some children are poor writers because their desks have not been adjusted to suit their needs.

Summary: The child should be taught that the position of his hand and his paper should be in direct opposition to that of right-handed children so that he will not imitate theirs. Uniformity of slant should be stressed but backhand slant should be accepted if the left-handed child prefers it.

## Explanation of Steps in Transition

Lesson I—Letters m, u, and n—Word—unum.

Purposes: 1. Gaining control of upstroke, connecting stroke, overstroke, ending stroke. 2. Get feel of moving across the paper.

Lesson II—Letters u, n and m (review) w, i, and o (new). Words—minnow, mine, win.

Lesson III—Letters u, n, m and v (review) v and t (new). Words—unit, vim, it, nut, and twin.

Purpose: Gaining control of slant. Lesson IV—1. Review of letter forms taught so far. 2. Practice on individual needs.

Lesson V—1. Groups of u's, t's, and m's with several "hills", mmm, for improvement of slant and retracing.

Lesson VI—1. Class divided into groups according to needs. Groups were: (1) slant, (2) left-handed, (3) size, (4) ready for new work. 2. Letters taught were: e, l, a, A, and d.

Lesson VII—1. Continued group work. 2. Reviewed A, d.

Lesson VIII—1. Letters taught—r, s. 2. Emphasized retracing, size, slant and upstroke.

## Planned Steps for Next Lessons

1. Upper Loops
  - (a) Review l.
  - (b) Teach h, etc.
2. Lower loops—f, g, etc.
3. Use of Cursive Outside of Handwriting Class
  - (a) Spelling.
  - (b) Copying Poems, etc.
  - (c) English.

*When a man is reading through a number of requests for a position he turns down as not worth further notice a letter that is badly spelled and carelessly or illegibly written.*

# Marion, Ohio Gets Good Handwriting



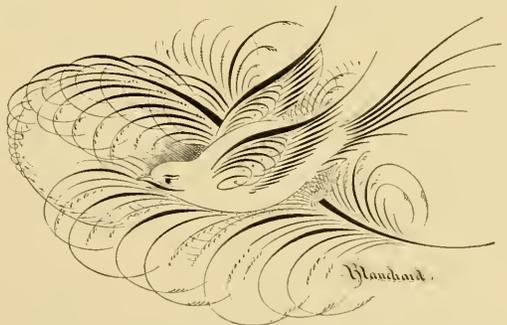
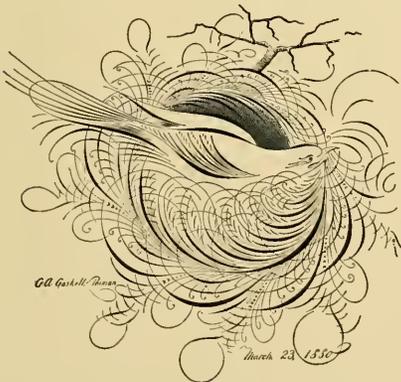
The above photograph was sent to us by H. C. Burrell, 821 Chicago Avenue, Marion, Ohio. It is of a penmanship exhibit organized by Miss Geneva Speese, writing supervisor, of the Marion schools. In addition it was shown throughout the summer at the Zanerian College of Penmanship summer school where many teachers saw it and copied the various projects.

From Mr. Burrell's letter we quote, "The ship, designed to negotiate the chirographic sea, bears on its sails the history of writing in the best style of one of Miss Speese's sixth grade classes. In addition to the history, there are several designs in color. The color is provided by using very thin tempera paint and ordinary water colors. The American flag is made with running ovals and push-pull exercises. The life-boats, (for use when Penmanship begins to go down) are named Posture, Slant, Arm Movement, and Form. The crows-nest is surrounded by a barrier of pen points. The small pennants on the masts are for Spacing and Endings. It is unfortunate that the quality of the writing is not visible for it demonstrates that the motivation provided by this clever conception has borne excellent fruit in good writing.

I am sending this picture myself rather than allowing Miss Speese to do so because I feel that she would be far too modest to indicate what splendid work she is producing and what ingenious devices she used to sustain interest. The exhibit has quantity, quality, and diversity which would increase the pride that I know you already feel at having Miss Speese as one of your students."

The penmanship parade in the background interested many teachers. The idea of this project is to have the individual pupil cut out a picture from a magazine representing him or herself. This is pasted on a large sheet of black cardboard. Four qualities of writing are considered: Position, Movement, Form and Habit. Each is represented by a round balloon of different colors. When the pupil has mastered one or more of those qualities, a streamer is drawn up from the hand upon which the colored balloon is attached. In this parade some of the pupils are carrying four different colored balloons, some three and some two. This is a very attractive little project in which the pupils become interested in getting their four balloons in the air. Other interesting projects are shown in the exhibit.

Editor's Note—Good work Miss Speese and Mr. Burrell.



Two Masterpieces,—one by G. A. Gaskell and the other one by H. S. Blanchard.



# From A To Z in Ornamental Penmanship

— By —

*A. L. Darnes*

Skill in Ornamental Penmanship will improve your Business Writing. Any practice that you do in Ornamental penmanship is time well spent.

Practice the capital letters separately. Make line after line of each letter.

Study the location of the shades. The body stroke of the letter is the one which should be shaded. Make the shade snappy by increasing and diminishing the shade quickly. A short snappy shade is always desirable. A long shade, pulled out around the turn is not attractive.

Study the size and location of the ovals. An Oval should be  $\frac{2}{3}$  as wide as long.

One of the important things in Ornamental Penmanship is to get a free graceful swing. Without free movement, Ornamental Penmanship is lifeless. Wobbles indicate slow movement, so avoid the wobbles.

Review the letters in the September Educator. Collect all of the letters in this series of lessons from A to Z.

*Employ mind, as well, as muscle in your practice.*

*Form and freedom are important essentials.*

*Good writing habits should be acquired early.*



# Sonnets of Life

BY

G.H. Lockwood

## WHAT IN THE FUTURE LIES AHEAD

I Do Not Know What Work I'll Do  
What in the future lies ahead?  
I do not know, that's certain,  
But then I feel my steps are lead,  
'Though God still draws the curtain  
Across the portals and my view  
Restricted is, tomorrow  
I do not know what work I'll do,  
Will it bring joy or sorrow?  
But then—tomorrow never comes—  
Today is mine to live it  
With zest, and try and solve life's  
sums,  
An impulse good to give it;  
This day will I from sorrow flee  
And live and love and laugh and be.

He Tries to See Tomorrow's Path  
Who tries to see tomorrow's path,  
Its joys and heartaches, over  
Will find he's baffled in the end  
For things will never, never  
Work out just as we think they will,  
As through a glass our vision  
Is indistinct, we wisdom lack  
To make the right decision;  
Who tries to live tomorrow's life  
Will live today but poorly  
Far better life as we go  
For we will then more surely  
Discover laws we should obey  
And live our life the proper way.

Why Look Ahead and Try to See?  
Why look ahead and try to see  
Tomorrow's path, and borrow  
From out the future sorrow, pain,  
If these must come tomorrow  
Why, let them come, accept them  
then,  
But live this day—be cheerful  
And if tomorrow sorrow comes,  
Not even then be tearful;  
To learn this lesson it is hard,  
What comes to you—receive it—  
For it is yours, 'though joy or pain,  
Not easy to believe it  
But it is so, both joy and woe  
Are fruitage of the seed we sow.

## JUST PULL YOUR COAT AND DIG

If you think you might succeed  
Why not at once begin it?  
The very best time you can start  
Is right this very minute,  
For, if you don't begin, I'm sure  
You never then can end it,  
If you owe a letter—write at once  
You'll be glad some day you penned  
it.

For he who waits but loses time  
While others forge ahead, Sir,  
He has his own self then to blame,  
When all is done and said, Sir,  
"SUCCESS" comes not to any man  
Be he little or be he big, Sir,  
If you wish to find success—do this—  
Just pull your coat and dig, Sir.

## I WILL BE CHEERFUL ALL THIS DAY

I will be cheerful all this day  
No matter what fate sends my way;  
I'll rise above my smaller self  
And lay my troubles on the shelf;  
I'll trust in Him, Who knows what's  
best  
And this day I will stand the test  
And go my way, e'en though alone  
I walk the path, for yet my own  
Will come to me if I am true,  
And so I'll work the whole day  
through  
And sing and lift and laugh and pray  
And make this day a happy one;  
And now all discords step aside  
And Faith and Hope and Joy abide.

## TO DO A GOOD TURN DAILY

To "do a good turn daily"  
Is a motto that is fine,  
One I've admired for many years  
And tried to make it mine;  
But one good turn is not enough  
Nor ever two or three,  
One should do good the live long day,  
It seemeth so to me;  
Some seem to think that one good  
turn  
Is purchase price they pay,  
That it excuses them from guilt  
For acting mean all day;  
It is not so—do good all time,  
It is the better way.

## WHO WALKS WITH WILL CAN WIN

He sat before the door, 'twas closed,  
He wanted to get in,—  
At least he said he was disposed  
To enter—and to win;  
He said he'd tried, that it was locked,  
He'd pushed upon it too,  
And though he pounded, loudly  
knocked,

No one would let him thru;  
And, while we talked another came,  
And Will walked by his side,  
He put his shoulder to the same,  
The door flew open wide;  
"Success" upon that door was writ,  
Who walks with Will can open it.

## ONCE STARTED, CARRY ON

Who lets a small task throw him  
down  
And puts his soul to route  
Will never wear the victor's crown  
Or hear the people shout  
In wild acclaim, for what he's done  
For he will never do;  
The way that victory is won—  
Stick, dig and delve, go thru;  
No matter what the task may be  
Once started—carry on—  
By conquering it, why then you see  
You conquer self, and gone  
Is all resentment when well done,  
Stick, dig, go thru what you've be-  
gun.

## THERE'S A LIMIT TO ENDURANCE

There's a limit to endurance  
Even iron and steel will break,  
Even granite wears to earth dust,  
Time a toll will never take;  
There's a limit to one's working  
Past that limit do not go,  
Even though some think you're  
shirking,  
Your own limit you should know;  
Under pressure go the limit,  
Do your duty, level best,  
Classify your work and trim it  
To essentials—then you rest  
Never, never pass the limit  
Or you will not stand the test.

# Your First Job

There is a question which, long before school days are over, begins to plague the minds of many youngsters. "How do I go about getting my first job?" In the case of a few who are fortunate, that question is settled by a relative or friend who finds a place for them in the business world. But, in the case of others, the first question is: "What must I do first? What is the technique? What will be required of me to break into the world of work?"

The ordinary procedure is to present one's written application.

Some of the qualifications are as follows:

**Appearance:** This is far from being everything, but there is no doubt that it can either start you off well, or act as a severe handicap. The person who is making an effort to present an appearance so neat, so businesslike, and so attractive, that the interviewer will immediately be interested in exploring further, has taken the right step toward the most favorable consideration.

After appearance comes the applicant's attitude in answering the necessary questions. One should never look grim. Remember that the interviewer is a human being too, and a friendly smile has helped put over many a big deal.

## IMPORTANT REQUIREMENTS

"Several members of our staff who have contact with the younger employees agree on the following:

"1. Boys. Single and double entry bookkeeping, adding and calculating machines, PENMANSHIP, and business English.

"2. Girl Clerks. Typing, adding machines, bookkeeping machines, calculating machines, PENMANSHIP, and business English.

"3. Girl Stenographers. Typing, business English, punctuation, and spelling.

"Of course, it is needless for me to mention character and perseverance, but I wonder if there isn't some practical way of impressing upon the high school students the importance of these points in business."

O. FRITZ,

Assistant Comptroller,  
Bankers Trust Co.,  
New York City.

Be positive in your approach. Employers want people who know what they want to do. Earnest enthusiasm covers a great deal of inexperience. It shows interest, and if real interest is backed up with intelligence, success cannot be far away.

Next comes a person's background. What kind of a showing has the applicant made in life up to now? Is the school record good? Has there been any effort made to prepare for the responsibilities of life?

The employer is interested, not only in interviewing you, but also in the ability you show of holding the job afterwards.

Remember, work is a privilege. A life without work of any kind would soon prove harmful. Since this is true, a healthy attitude toward work becomes essential for a happy life.

The do's that will help to hold your job:

1. Be punctual.
2. Keep your clothes simple and businesslike.
3. Don't primp on the job.
4. Keep your social life away from your job.
5. Prove as soon as possible that you are a cheerful, willing person to have around.
6. Boast about your boss and job to your friends.—Bethlehem Bus. Coll.

## FACULTY CHANGES AT GOLDEY COLLEGE, WILMINGTON, DELAWARE

H. M. Sherman is the new head of the penmanship department at Goldey College, Wilmington, Delaware. Mr. Sherman received his bachelor's degree from the State Teachers' College, Springfield, Missouri, and his Master's degree at New York University. He was on the faculty of Strayer College, Washington, D. C., last year. Mr. Sherman took some penwork in the Zanerian College, Columbus, Ohio.

Two members of the Goldey faculty were awarded Master's degrees this summer. Winfield S. Adams, instructor in accounting and assistant field manager, received his Ed. M. degree from Temple University in June. His major was in psychology.

Miss M. Elinor Betts, head of the typing department and instructor in Speedscript shorthand, received her M. A. degree from the University of Pittsburgh in August. Her major was Business Education and her Master's thesis was on A Comparative Study of the Time Required for Development of Speed in Gregg Shorthand and Speedscript Shorthand. Miss Betts also conducted the teacher-training course in speedcraft at the University summer session.

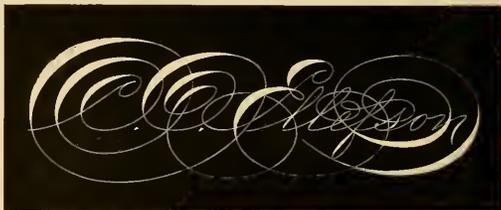
A new instructor in typing is Miss Ann Phillips, graduate of Women's College, University of Delaware.

Several former members of the Goldey faculty are now in the service. A. J. Ramsdell, athletic coach, is with the 198th Regiment, C. A., "somewhere in the Pacific"; John J. Hartnett, Jr., field registrar, is doing secretarial work in a division of the Navy in Baltimore, Maryland; Harold M. Payne has been accepted for officer training at Fort Dix, New Jersey; and Miss Olive May Whittington, instructor in Speedscript, was one of the first women from Delaware to be accepted in the WAVES.

## EDWARDS JOINS GREGG STAFF

Preston Edwards, a commercial instructor for the past two years at Mississippi State College, has been appointed Field Representative for the Gregg Publishing Company in the states of Mississippi, Alabama, Tennessee, and Kentucky. He succeeds Marco Handley, who plans to enter military service.

Mr. Edwards has two degrees from the University of Tennessee and has had several years of business experience in New York City and Knoxville, Tennessee.



This remarkably skillful signature is by C. O. Ellefson. Very seldom in these days do we see a signature so skillfully written. Notice the parallel effect, the equal distribution of shades and lines, and the well-formed small letters. Mr. Ellefson is a penman at Box 1028, Proctor, Minn. He is one of the real fine penmen of today.

Columbus, February 20, 1910.

Friend Penmanship:

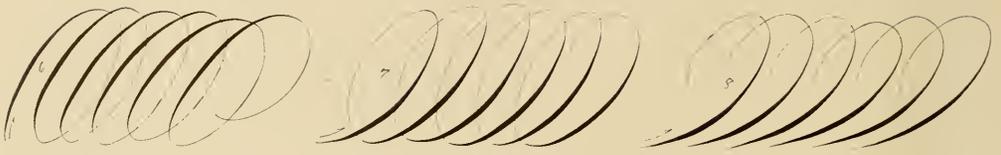
Madarasz has contributed to this journal eleven pages of his skill which represent the supreme effort of his life in both penmanship and literature. Each page is a masterpiece of permanent value.

It is eminently fitting that the greatest of hand penmen of all time should sum up, in his own language and incomparable penmanship, the lives of some of the most famous authors, warriors and statesmen. The letters done in a way that will surprise even those who are most familiar with his skill.

Watch for the eleven pages.

E. W. Blosser

# Lessons In Flourishing



Turn the paper so that all strokes are thrown away from the body. Make pages of each exercise before using them in designs.

Study the grass ornament.



A Zaner Flourish

# A Course in Ornamental Penmanship

Follow This Course and Improve Your Skill in Business Penmanship



Review the exercises in the September lesson. Roll the arm freely on the muscle below the elbow. Get light hair lines and at first make the shades much lighter than the copy. Learn to place the shade properly and then increase the shade as you acquire skill.

Study your position and pen holding. Unless you have a fair position, you cannot expect the best results. Study illustrations of position for business or ornamental writing. The position for both is similar.

If your ink is too dark and heavy, add a little water.

Study every little detail of each letter. Repeat and repeat if you would reap! Never give up, but work intelligently. Study and get ideas and suggestions from others who are better.

## Diplomas and Certificates

Booklet or Sheet Form—Artistic Designs—Attractive Covers—Leather and Imitation. Diploma Filing a Specialty. Send for Samples and Quotations.

Best Quality—Lowest Cost  
**HOWARD & BROWN**  
ROCKLAND MAINE

Edward Maack, Valparaiso, Ind., is a faithful student of script lessons in the Educator and is doing some remarkable work.

## EDWARD C. MILLS

Script Specialists for Engraving Purposes  
P. O. Drawer 982 Rochester, N. Y.

The finest script obtainable for model illustrations for bookkeeping texts, business forms; works on correspondence, arithmetic, and for readers, spellers, etc. By appointment only.

## NAME ON RICE GRAIN

PENMEN, or anyone able to do lettering, turn your spare time into dollars! For \$1.00 I will write your name on a Rice Grain, and send you absolutely free samples and full instructions of two sure fast selling articles you will find ideal for writing customers' names on, and which sells on sight.

Address: Bly, The Rice Writer  
Ardsra, Pa.

## ENGROSSING WORK WANTED

All types of Engrossing & Penwork executed, including Commercial Art and Illustrating and instruction; also advertising, song writing, bookkeeping and Story Writing.

19 years professional experience.  
Pearl Dickinson Box 55 Dilworth, Minn.

Neatly Handwritten Calling Cards, 25c per dozen. (Tamblyn Method.) Ornamental and Script written with fine glossy ink.

Address:  
A. T. Soderstrom, 343 So. San Pedro St.  
Los Angeles, Calif.

# Lessons in Script

Uniformity of down strokes is very important in Script. Learn to make the down strokes the same in length, slant and thickness. Develop a uniform touch. You regulate the thickness of shades by the sense of touch rather than sight.

Upper and lower turn exercises like the copies in this lesson are excellent in developing uniform pressure. Make them  $\frac{3}{4}$  of an inch tall, until you can make them well. This large size enables you to get a better vision of the letter forms. Large forms are also easier to master. Next, reduce the size to one-fourth of an inch, and finally to one-eighth of an inch. When making large forms, use a very flexible pen like the Fine Writer. On the small size, use a Gillotts 303 or the equivalent.

Dip ink carefully. Draw the pen out of the ink slowly to allow the surplus ink to run off the pen back into the well. Too much ink on the pen will cause a heavy blot.

Carefully clean the oil off a new pen before using. Put it in your mouth for a minute.

Tip the paper slightly to the left for the right hand or to the right for the left hand. Draw slant lines. Don't quit.



L. P. S.

A very interesting alphabet. It was made by Lyman P. Spencer for his brother H. C. to illustrate some point in movement and was intended for the wastebasket—and not for publication. Since Lyman was one of the outstanding penman of all times, it is specially valuable in any penman's collection.

W. R. Roseberry, 27 Bradley Bldg., Duluth, who was teaching with H. C. at the time it was written loaned us the cut. Thanks.

**W**rs. Bede Hoover  
Smith announces  
the marriage of  
her daughter Ina Marie  
to Mr. A. Paul Tyncher on  
Saturday, the thirteenth  
of December nineteen hun-  
dred and twenty-four at  
Cleveland, Ohio.

At home after January fifteenth.  
2046 East 88th Street



**TEACHER WINS PROFESSIONAL  
CERTIFICATE**

Mrs. Pearle M. Tate, a teacher in West Frankfort, Ill., was recently granted a Zaner-Bloser Professional Penmanship Certificate for superior skill and execution. Mrs. Tate has been following penmanship by correspondence for some time and is to be complimented on her unusual ability. Her pupils are fortunate in having such a skillful teacher of handwriting.

*E. A. Lupfer*

*E. A. Lupfer*

*E. A. Lupfer*

*E. A. Lupfer*

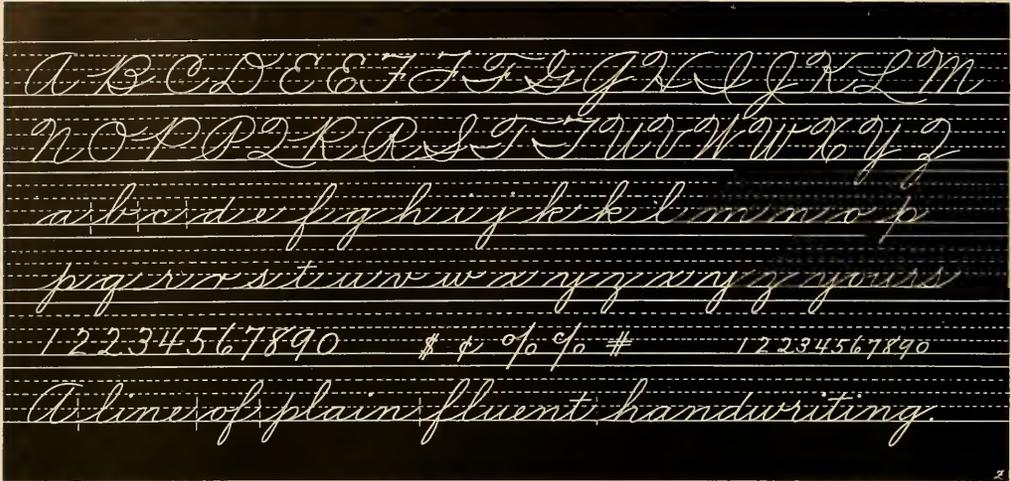
Offhand Signatures by E. A. Lupfer.

— Never Give Up —

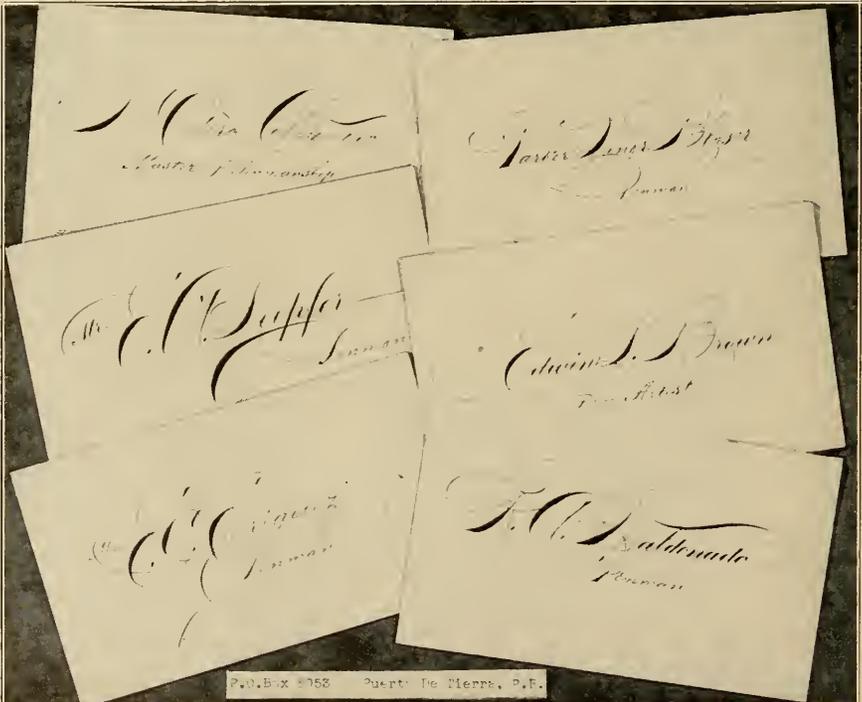


**N**ever give up! it is wiser and better  
Always to hope, than once to despair;  
Fling off the load of Doubt's cankering letter,  
And break the dark spell of tyrannical Care.  
Never give up! or the burden may sink you;  
Providence kindly has mingled the cup,  
And in all trials or troubles, belink you,  
The watchword of life must be, "Never give up!"

Lettered by Blanchard.



Alphabet for study and imitation by P. Z. Blosser.



These beautifully written cards came from our friend, R. A. Maldonado, of Puerto Rico. He is one of the fine penmen there. We are always glad to see work from our readers.

## A DEVICE

In the making of the capital letter B I tell the children in the second grade we are going to make a bee hive for the bees that are returning home with their heavy load of honey.

The bees have had a busy morning. It is time to leave for home. They fly over two or three fields then see their hives sitting in the yard. How are they going to get into their hives? After buzzing around the top they see one little opening at the bottom of the hive. After entering the hive the bees stay on the first floor with their honey until they have it made up into a nice little package then they go up stairs to a big store room on the second floor and place their package of honey on the floor near the stairs. Now, this upstairs room must be large as the bees are going to gather enough honey to keep them from getting hungry during the cold winter months when they must spend all their time in their hive. The little loop is an air shaft which must be open to let in air to the workers on the first and second floors.

The little angles on the base line is the home of the drones that must stay in the basement. These drones are the poor, unfortunate bees that were too lazy to learn to gather honey, however, we must be good to them and make a home for a few of them in our hives. We must keep the drone's door open all the time or they will die on the outside of our hives. And we don't want any strange bees to visit our hives and find dead bees in the basement.

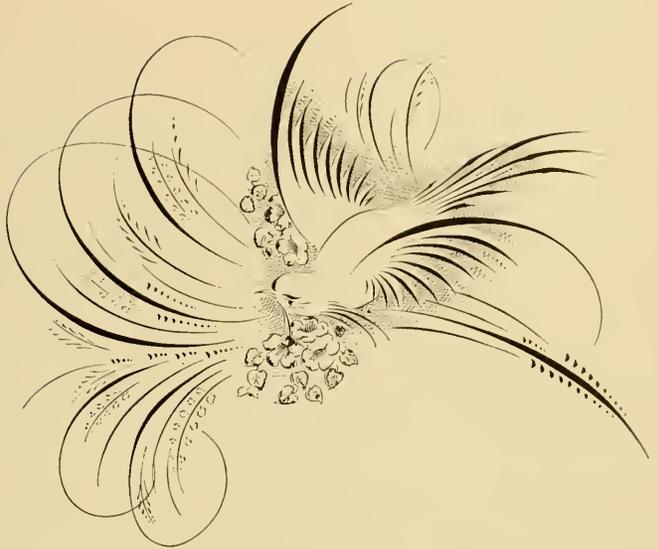
—A Second Grade Teacher.

## HOW HUMAN LIFE IS SPENT

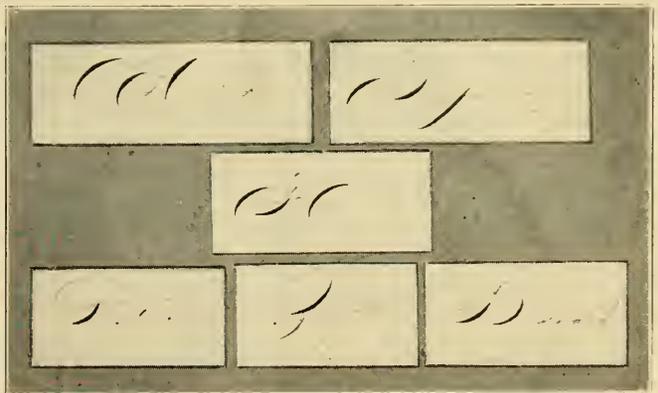
According to a French statistician, taking the average of many accounts, a man of 50 years of age has slept 6,000 days, worked 6,500 days, walked 800 days, amused himself 4,000 days, was eating 1,500 days, was sick 500 days, etc. He ate 17,000 pounds of bread, 16,000 pounds of meat, 4,600 pounds of vegetables, eggs, and fish, and drank 7,000 gallons of liquid: namely, water, tea, coffee, beer, wine, etc., altogether.

E. E. Douglass, 33 Walnut St., Medford, Mass., is working on lessons in flourishing and ornamental penmanship. Specimens of his work have recently been received and deserve high compliments.

## A New Star



This gem was flourished by Paul Thomsen, 3917½ Flower Drive, Los Angeles, California. His work is new to our readers. His work, however, deserves a place among the Masters.



This half-tone reproduction is some of the work of E. H. Craver, a teacher in the High School of Commerce, 155 West 65th Street, New York City. Mr. Craver states that his first try at Ornamental Writing found him following C. P. Zaner's lessons in the Penman's Art Journal many years ago, which Journals he still has. While Mr. Craver's duties in the High School keep him busy with other things, he still has the urge to practice and turn out beautiful Ornamental Writing.

Mr. Craver suggests that we start a 60 Year Club and publish their signatures. If any of the penmen past 60 years of age wish to contribute their signatures for such a column, the Educator will be glad to hear from them.

We compliment Mr. Craver on his fine skill and hope to see much more of it.

# 'Tis Nope They Beed

"I've been to all the mines and mills  
 In search of work," he said.  
 "But I'm too old they always say  
 And sadly shake their head.  
 I never thought that I was old;  
 I always felt quite young.  
 'Too old, old boy, too old,' I hear  
 As if a song they'd sung."

This is the second of six verses from a poem composed by J. Buell Shahan, Elkins, W. Va. It has been published in a volume entitled "Poems of Life". The Ornamental writing and roundhand body makes an interesting medium for such verse. Give it a trial some day. In addition to being a composer, Mr. Shahan is an excellent penman.

The Script is by P. Z. Blosser. (See first verse in Sept.)



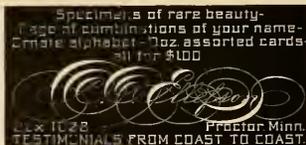
Write for my free book "How to Become an Expert Penman", which shows what others have accomplished by taking my course.

Enclose 10c for one of my favorite pens and your name with a beautiful flourished bird on a card. Write today.

**T. M. TEVIS**

Box 25-C

Chillicothe, Mo.



Box 1028 - Fredrick Minn.  
 TESTIMONIALS FROM COAST TO COAST

**The McGhee Studio**  
 Makers and designers of  
**FINE DIPLOMAS**

Estimates furnished

143 East State Street  
 Trenton, N. J.

An Appreciation to  
**Louis Schalk**  
Sweet-voiced Leader of Singing  
in the  
**Rotary Club of Boston**

for the past six years has by his singing, not only entertained the members and guests of this Club, at its weekly luncheons, but also has so improved the character of its group of singing that it has brought forth favorable comment and enhanced the reputation of the Club in this respect, and

**Whereas**

Louis has given this service with devotion, with faithfulness and with sacrifice of convenience and compensation; be it

Resolved, that we, the members of

**The Rotary Club of Boston**

express our appreciation of and thanks for Louis' services and a copy of these resolutions, suitably engrossed, be presented to him at the Annual Meeting, April seventh, nineteen hundred and twenty-six.

*Rotary Club of Boston*

*I true copy, attest*

President

Secretary

# Your Handwriting Talks Louder Than Words

By Norman Tower  
Penman and Engrossing Artist  
Denver

With the expected government rationing of typewriters soon, it may be well to consider the importance of some of the hand-made records that are much needed at present.

It is particularly fitting to point out not only to the millions of men and women in service today who have to write home and to dear ones, but to the tremendous quantity of hand-written and hand-printed applications and government forms of every description that are to be filled in by hand. No doubt the better writers benefit, but the poor writers DO NOT! This is true in times of peace as well as in times of war.

The quality of writing and lettering is an equally serious matter in business and in social life. It is a known fact that employers choose the best hand-written and hand-printed applications, but the poorly written ones are usually thrown away unopened. In other words, the good writers begin earning, while the poor writers have to keep looking and waiting for another vacancy or job. This sometimes means that the daily expenses for one, two, or more months have to be met until employment is finally secured.

This problem can be solved today by most people who desire to improve their position in life, or to attract the admiration of others in their daily contacts, by improving their illegible or irregular writing, lettering, or both, and the best time to make this adjustment is right now. Additional

Articles, Devices Experiences,  
Simple Lessons, New Notes on  
Items which will help The Edu-  
cator in interesting more people  
in Handwriting and Penwork  
are always welcome.

Send your contribution now.

expert training is the ONLY REAL SOLUTION, and it pays life-long dividends.

Thousands who take additional penmanship and lettering training after high school graduation are among those who succeed quicker and easier in bettering their own future. Therefore, every adult should enjoy the mastery of at least two simple styles, (1) HAND-WRITING, and (2) PRINT-WRITING.

Bear in mind that, (a) forgetfulness, (b) lack of interest in penmanship, or (c) insufficient training, may be the cause of poor writing or lettering, but NOT lack of talent or natural ability. Remember that better understanding, proper guidance, and correct application result in the mastery of these two most useful styles by all who wish to do so. This indispensable adult training requires little time and expense, yet it does the most because it helps all of the other qualifications that a person may possess.

## JAMES REA

James Rea, for many years associated with The Packard School in New York City, passed away on the evening of August 1, 1942.

Mr. Rea was born at Gap, Lancaster County, Pennsylvania, January 31, 1863, and obtained his education in the Public Schools, Parkersburg Academy, Coatesville English and Classical Institute, Millersville, Pennsylvania, State Teachers College, and Bryant & Stratton Business College, Philadelphia. He was valedictorian at the Coatesville Institute and at the Bryant & Stratton Business College, and was a teacher in the National College of Commerce, Philadelphia, from 1885 to 1893.

In October, 1893, he became a member of the faculty of the Packard Commercial School, New York, and in 1903 became Vice Principal of the school. Director and Treasurer of the Packard Estate. He was associate author of "Packard's Bookkeeping" and "Packard's Business Practice."

Among his activities were the following: President of the New York Commercial Teachers Association, 1899-1900; Member of the Library Committee of the Pennsylvania Society of New York; Member of the Executive Committee, Eastern Commercial Teachers' Association, 1908-1910; Superintendent of Mizpah Chapel Sabbath School; Vice President of the Presbyterian Union of New York; Chairman of the Board of Deacons, Central Presbyterian Church, New York City; Chairman of the Board of Trustees, Church-in-the-Gardens, Forest Hills, New York; Member of the Executive Committee, American Tract Society; Member of the Chamber of Commerce of the State of New York.

Mr. Rea enjoyed a wide acquaintance among the "old-timers" in business education, and also among the alumni of Packard, many of them would stop in to see him. He was at his desk every day up until six weeks before his death. Not only was he active in the performance of his duties, but within the past year had taken a membership in the Chamber of Commerce of the State of New York and attended its meetings regularly.

In June, 1906, he married Dr. Julia Charlotte Wood of Altoona, Pennsylvania, who survives him, together with a daughter, Mrs. Thomas A Sully.

## Sonya Sayers Blosser

A card lettered by Parker Zaner Blosser.

\$1504.00

Dallas, Texas, Feb. 11 -  
American (Exchange) National Bank  
Pay to W. S. Nicholson & Co. as order  
Fifteen Hundred Four - Dollars.  
M. W. Dumont & Co.

Another dashy specimen by Courtney, Detroit, Michigan.

*Irene Meranda*

*Four score and seven years ago our fathers brought forth on this continent a new nation Conceived in liberty and dedicated to the proposition that all men are created equal*

*Now we are engaged in a great civil war, testing whether that nation or any nation can long endure.*

For a good many years, Capital University has been giving a very thorough course in Public School Handwriting to their students, preparing as teachers. In their Language Arts Course, including Penmanship, they give three hours credit. In their Teachers' Training Class taking Handwriting, they have an average of about 25 students. These students take the work as given by Miss Clara L. Leum, who gives the Methods Course. The students follow the Zaner-Bloser Teachers' Training Course which includes filling in Practice Books 1 and 4, in addition to Miss Leum's work in Methods.

ZERR & NEWMAN.  
PHILADELPHIA, PA.

Stamp

*W. & J. Sloane,  
19th and Broadway,  
New York City.*

An envelope made some years ago by that famous penman, H. W. Flickenger. It is well worth careful study and a place in your scrapbook.

Aaa Bbb Ccc Ddd Eee Fff  
 Ggg Hhh Iii Jjj Kkk Lll  
 Mmm Nnn Ooo Ppp Qqq Rrr  
 Sss Ttt Uuu Vvv Www Xxx  
 Yyy Zzz Parker Zaner Blosier.

Develop your skill by reduction of size. The following alphabet was started with a large letter and reduced in size, in some cases going into small letters, in other cases maintaining the form of a capital letter in reduced size. Exercises of this type or practices of this type have a tendency to develop your skill; it enables you to warm up with large exercises and then control the most minute details of small letters. Try it out and see if it will help you.

## Freeman's Scientific Handwriting Scales



Size 8½x26

How Well Should A Pupil Write?

In Grade 1? In Grade 3?

In Grade 2? In Grades 4 to 9?

This is a question which teachers, pupils and school officials have been asking. Dr. Freeman, by measuring thousands of specimens of handwriting of pupils, has determined scientifically just how well the average child should write in each grade, and has prepared a handwriting scale for each grade from one to six and another scale of Grades 7, 8 and 9.

Scale three is shown herewith. It contains a satisfactory standard for grade three, as shown in the center of the scale. On the right is a specimen of handwriting which is very satisfactory for grade three, and on the left is shown a specimen of handwriting which is unsatisfactory for grade three.

These Handwriting Scales will be very helpful in testing the handwriting of your pupils. One of these Handwriting Scales should be in each classroom. Many schools are placing these scales in the hands of the pupils by purchasing a half dozen for each room. The cost is small when compared with results secured.

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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**Story and Verse for Children**, by Miriam Blanton Huber. Published by The Macmillan Company, 60 Fifth Avenue, New York, N. Y. Bound in natural linen with blue and silver decorations, 9 7/8 x 7 1/4, 869 pages.

This expertly compiled anthology and guide to children's literature, prepared by an authority in the field, provides not only very full and widely varied reading materials for children of all ages, but also is invaluable help in understanding children's interests, stimulating their love for books, and guiding their reading habits into the most desirable channels. It is a library of reading materials classified and graded for maximum helpfulness to the teacher, librarian or anyone who directs children's reading.

The illustrations are charmingly illustrated. Examples of the work of famous children's artists from the classic drawings of Cruikshank and Caldecott to those of such popular contemporaries as Dorothy Ladthrop and Lynd Ward are included, and Artzybasheff has contributed delightful and original drawings for end-papers, title page and chapter headings.

**Principles of Cost Accounting**, by J. F. Sherwood and Franklin T. Chace. Published by the South-Western Publishing Company, Cincinnati, Ohio. Cloth cover, 271 pages.

This book develops the job cost or production order system, the process cost system, and the standard cost system. There are ten units in the textbook, as follows: Introduction to Cost Accounting, Accounting for Materials, Accounting for Labor, Factory Overhead Expenses, Application of Principles Job Cost System, Process Cost Accounting, Process Cost Accounting—Continued, Standard Cost Accounting, Miscellaneous Cost Factors, and Supplementary Problems in Cost Accounting. At the end of each of the first nine units are questions for class discussion on the theory of cost accounting, followed by practical cost accounting problems. The textbook is amply illustrated throughout.

**Directed Homework in Gregg Shorthand**, by I. H. Young. The Gregg Publishing Company—May, 1942.

This homework pad of 96 assignments contains graded practice material for the first eight chapters of the Gregg Shorthand Manual, University Edition. The student is directed what to practice, how much, and when to practice, since the exercises are numbered the same as the paragraphs in the Shorthand Manual. Blank spaces follow all words, sentences, and phrases to be written. The words are arranged in "rotating practice patterns," a pedagogical device that accelerates the learning rate. Research reveals that the cause of learning in subjects like shorthand is not repetition, but re-creation. In rotating practice patterns the material is so arranged that, although the learner writes each word many times, he is forced to re-create the shorthand outline each time he writes it instead of mechanically repeating it. This systematic homework program is a timesaver for both teacher and student. The pages are perforated for tearing out and handing in practice work.

**Better Business Education**, by Harvey A. Andruss. The Gregg Publishing Company—July, 1942 (390 pages).

This is a professional book written for business education teachers, directors, and administrators; also for those training to become business teachers. It embodies a comprehensive examination of today's business education, reveals unsatisfactory areas and offers suggestions for their improvement and enrichment. After a searching appraisal of

the philosophy of business education, the author, for many years an outstanding leader in business education, turns his trenchant pen to the subject fields, for more detailed appraisals. An interesting and constructive picture is given of the position that occupational business education seems destined to occupy in the years ahead.

The volume deals with many problems common to business education such as administration, organization, planning, his evaluating teaching effectiveness, headship of the commercial department, ability grouping, co-operative part-time education, testing, grading, and commercial contests. An extensive bibliography of business education tests is given and several pages carry samples of contest examinations. In outline and in detail this volume seems well suited for teacher-training classes, and could be read to professional advantage by all business education teachers.

**How to Use Crank-driven Calculators**, A Twenty-Unit Course, by Albert Stern and Mary Stuart. The Gregg Publishing Company—April, 1942. (96 pages).

This is a text for developing a usable skill in operating a type of business machine that is commonly found in offices. The major emphasis is on the fundamental techniques and drills required for efficient operation of the Monroe, Marchant, and Friden machines. In addition, the material provides clerical practice and special training in following instructions, growing out of business situations presented in each unit.

Each of the twenty lesson units is arranged on three instructional levels. The first level, within the scope of even low-ability students, contains all new learning. The second level is suitable for students of average ability, and the third provides enough practice material for the highest students. The text is suitable for instruction by any method, but particularly well adapted to the rotation plan.

## JOHN L. HOWARD

(Clipped from local newspaper)

Battleboro, Vt., August 6, 1942.—Funeral services for John L. Howard, 83, who died yesterday in Memorial Hospital, will be held at the home Saturday afternoon at 4.

Howard, well-known resident of Battleboro for 30 years, formerly an instructor in penmanship and later engaged in real estate business, was born in Jamaica. In 1895 he went to Columbus, Ohio, to the Zanerian College to take up penmanship and later was graduated from Himman's College in Worcester. He taught in local schools and afterwards supervised penmanship in schools in Malden, Mass.

## CONCERNING HIGH SCHOOL PUPILS

"The commercial world asks and has a right to demand, I think accuracy in mathematical reasoning in the arithmetical processes.

"It has a right to a legible handwriting, to stenography and typewriting, and bookkeeping."

A. Wellington Taylor, Dean,  
New York Univ.,  
Graduate School of Business  
Administration.



## STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

OF THE EDUCATOR, published monthly, except July, August, at Columbus, Ohio, for October, 1942.

State of Ohio | ss.  
County of Franklin | ss.

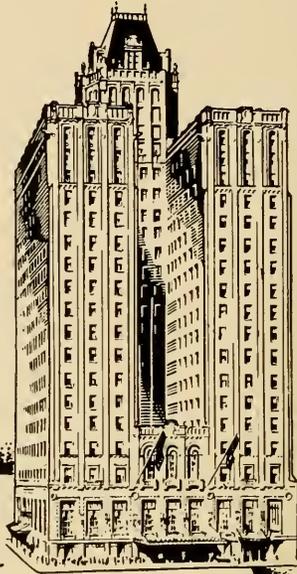
Before me, Notary Public, in and for the State and county aforesaid, personally appeared Parker Zaner-Bloser, who, according to law, deposes and says that he is the Business Manager of the THE EDUCATOR, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, Zaner-Bloser Company, Columbus, Ohio; Editor, E. A. Lufffer, Columbus, Ohio; Business Manager, P. Z. Blosser, Columbus, Ohio.
2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of those holding or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) P. Z. Blosser, Columbus, Ohio; E. A. Lufffer, Columbus, Ohio; R. E. Blosser, Columbus, Ohio.
3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities: (If there are none, so state.) None.
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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding date above shown is . . . . . (This information is required from daily publications only.)

P. Z. BLOSSER, Business Manager,  
Sworn to and subscribed before me this 22nd day of September, 1942.

EARL A. LUFFFER,

(SEAL)  
(My commission expires January 11, 1944.)



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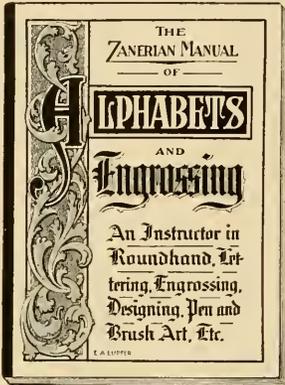
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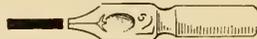
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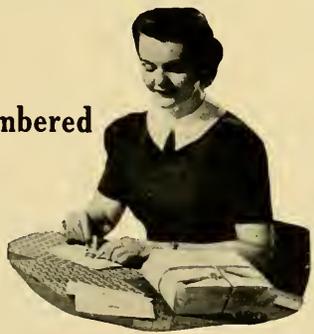
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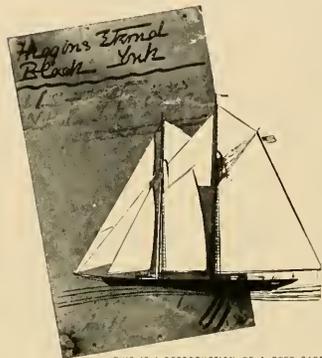
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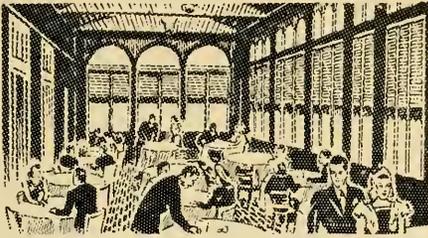
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The younger members of this generation, who prepare themselves now, to help "win the war," no matter how prolonged it may be, will find themselves qualified later on to play the important roles in the majestic and magnificent drama of an ultimate peace.

No time nor opportunity should be lost to acquire the necessary training, but it must be thorough, complete and conclusive.

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—Author Unknown.

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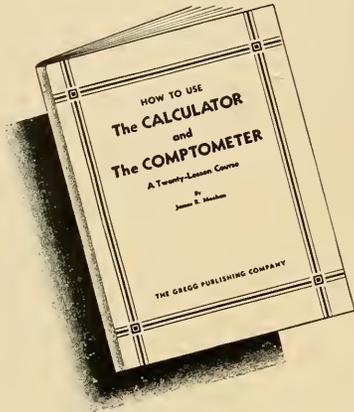
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# The Educator

America's Only Handwriting Magazine

Vol. 48

COLUMBUS, OHIO, NOVEMBER, 1942

No. 3

## CURES for Common School Ills

With malice toward none—realizing that even your best friends won't tell you—

We, the committee, humbly submit our cures for common, everyday, school ill.

No. 2

### LOOK UP AND LIGHT UP

Frowns are associated with elderly folks, but youngsters haven't reached such a distinctive age. Light from the left or the rear of the room is best—very concisely stated—an abundance of light devoid of shadow or glare. Frequent regulation of shades will do much to help preserve eyesight, which is precious as diamonds yet oftentimes abused.

### DRAPES

Most school rooms have one wall providing window space. All colors of the rainbow are used and every size, shape and style of drapery may be seen. If inexpensive curtains are needed, a thin, bright-colored sash curtain to the sill is

satisfactory. But watch out for the "high-water" effect after laundering. Let's keep them to the sill. In a small room, drapes help to make the room look larger. Treat a continuous group of windows as one, with only one pair of drapes. Don't be too practical and buy a "good plain color." Children like gay patterns. This gives a home-like atmosphere. Whatever kind of drapes you use—keep them fresh!

### WINDOW SILLS

A window is a frame for a picture—if we will only remember that. It isn't necessary to crowd every window sill with bric-a-brac. A few potted plants on a sill add to the attractiveness of the room. A dust cloth used religiously helps to show the finish of the wood!

### The Committee

Edith Becker  
Mrs. Betty Anderson  
Mrs. Mary McDevitt

Kathleen Mulryan  
Margaret Sorenson  
Marguerite Zimmer  
Mildred Hulik

Courtesy of Lake County Board of Education, Waukegan, Illinois

### THE EDUCATOR

Published monthly (except July and August)

By the ZANER-BLOSER CO.,  
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E. A. LUPFER.....Editor  
PARKER ZANER BLOSER.....Business Mgr

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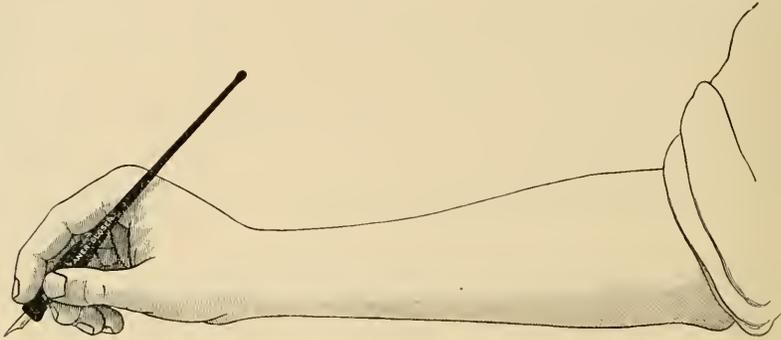
Advertising rates furnished upon request.

THE EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Setting Good Examples

To acquire good penmanship requires a lot of properly directed work. Good copies on the blackboard and paper create a desire for better writing and give the pupils good forms to study and imitate. Children are imitators and for that reason we should keep good things before them.

Where a pupil does not write well and is penalized by his teacher and made to feel that he is backward, he is not likely to succeed in writing unless he is later fortunate enough to come under the influence of someone who will establish in him confidence that he has ability, with proper study and practice, to succeed and who will show him how to improve. Good copies written by his teacher inspire confidence and show him that it is possible for him to acquire a like ability. There is not much for the student to gain from a teacher's poor copies and apologies.



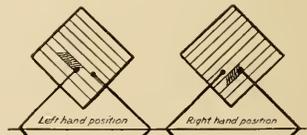
## Position

The first finger should rest on top of the pen, right above the eye of the pen. It should curve gracefully and not pinch the penholder. The thumb, first finger and second finger should surround the penholder with the thumb and second finger opposite each other. The end of the thumb should never be extended out below the end of the first finger. Usually the one who pinches the penholder will get in an incorrect position. The little finger should support the weight of the hand. The arm should rest on the third and fourth fingers and the muscle below the elbow. The fingers should curve over naturally. Let the hand glide on the nails or the flesh part of the 3rd and 4th fingers. Be careful not to turn the hand over on the side. The knuckles should point toward the ceiling. The penholder should slant about 45 degrees and ordinarily should cross at the knuckles.



Make a few ovals in the air with the arm and hand completely off the desk. After making a few revolutions to get the feel of the motion, drop the hand on the desk and repeat the movement. You will see that the movement comes from the shoulder and the fingers do not work in a large oval. The arm rolls and slides on the big muscle below the elbow.

Let us try to acquire an easy, natural position of the arm and hand. Don't grip the pen or twist the arm. If any part of your hand or arm is cramped your writing will break down when put to the test of rapid, quantity production, such as note taking, in college or in some clerical positions.



The left-handed pupil should never write from the top with the hand twisted around. The movement for the left-handed writer is somewhat different from that of the right-handed writer in that the arm works in and out of the sleeve for the left-handed writer and not toward the body as in the case of the right-handed writer. A small percentage of your pupils will be left-handed and in most cases educators prefer to train the left-handed pupil to write with the left hand rather than to change him to the right hand.



A left-handed class at Fort Wayne, Indiana. *Ida Koons* is the supervisor and *Mrs. Smith* is the teacher. The left-handed students in that city are given special attention and many good left-handed writers are developed.

The teachers should add to the course or omit parts as the needs of the class become manifested. Many problems arise which the teacher and pupil alone can solve. It is mainly up to her to supply the encouragement, advice, and persuasion at critical times.

Under the guidance of a teacher who is really interested in good handwriting and has the interest of her pupils at heart any pupil can learn to write well, but remember it takes a lot of effort on the part of teacher and student.

Figures are important, especially when one works in an office in the billing department, or where one is a clerk. Figures must be absolutely legible. Figures, unlike letters which can sometimes be determined by the other letters in the word, cannot be deciphered by the surrounding figures. A good thing to do is to test figures by having some other person who is probably not interested in handwriting see if he can read the figures with ease and accuracy. If others cannot read your figures they need to be improved.



The figure 1 is a simple straight line. Come down to the base line with a firm motion and stop, then raise the pen. This stroke determines the slant of all figures and writing. It should be pulled towards the center of the body. Slant your paper so that the figure is on an imaginary line from the center of your body to the top of the desk. A push-pull exercise is good to get the motion going in the right direction.

22 2222222222 222222222222  
2222222222222222222222

33 3333333333 3333333333333333333333  
33333333333333333333333333333333333

The 2 and 3 begin the same. Some people finish the 2 slightly upward so that the finishing line is not covered up by the base line and confusing with the 7.

The 3 many get off slant. Draw lines down through the center of the figure and see if it is on the same slant as figure 1.

44 4444444444 4444444444444444444444  
44444444444444444444444444444444444

In making the 4 be sure to join the two sections, otherwise it might become confused with 21.

55 5555555555 5555555555555555555555  
55555555555555555555555555555555555

The 5 gives students considerable trouble because many carelessly put on the finishing stroke, which should be the top stroke. Make the slanting, straight stroke first and without raising the pen make a free, easy, oval swing, then carefully put the finishing stroke on at the top.

66 6666666666 6666666666666666666666  
66666666666666666666666666666666666

Start the 6 with a straight line. Get the straight line considerably higher than the finishing oval if you would make the 6 and 0 distinct.

77 7777777777 7777777777777777777777  
77777777777777777777777777777777777

The 7 sometimes becomes confusing with 4. If you put a little tick or straight stroke at the beginning of the figure, be sure not to make it too long.

88 8888888888 8888888888888888888888  
88888888888888888888888888888888888

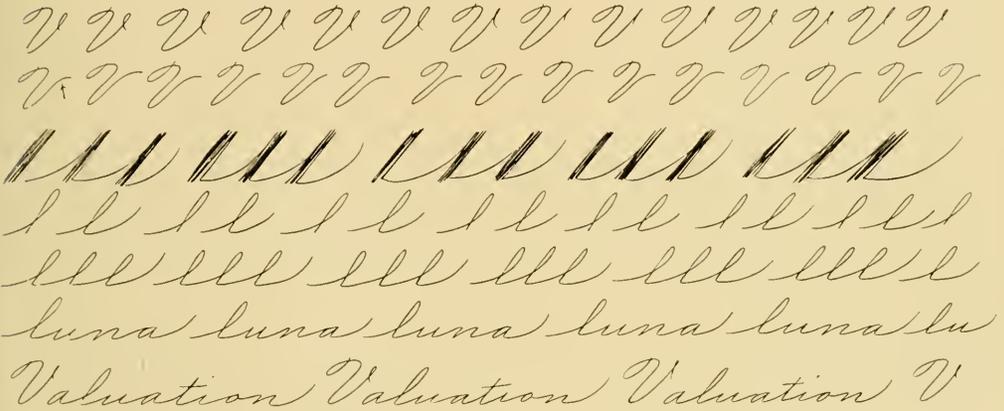
The 8 should be closed at the top. Like the small letter e which should have daylight in it, the 8 should have two spaces with daylight in it.

99 9999999999 9999999999999999999999  
99999999999999999999999999999999999

Close the 9 at the top and make a rather long stem. Where the straight stem is made short, the 9 might look like the 0. The 7 and 9 are made below the line by some persons because they think that it is more legible that way. Some teachers finish them on the line. The 6 is usually a little higher than the other figures for the same reason. Where the 6 is made the same size as the 0, there is more chance of confusion. There are good arguments for making the figures all the same size and also for making them irregular in size.

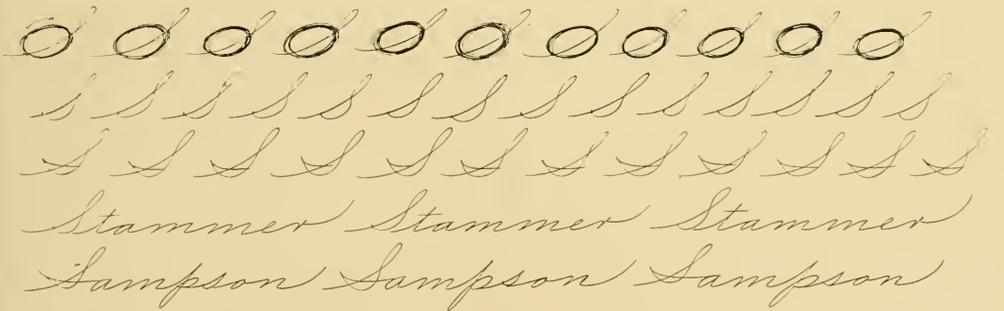


The **o** is exactly the same as the body of the small **o**. Exercises used in developing the small **o** can be used to advantage on the **o**. The **o** should naturally be symmetrical and slanting the same as the letter **o**.



We give two styles. Some people prefer one and some the other. The second line is from the standard alphabet as used in many grade schools.

Practice the retrace straight line exercise to assist in making the backs of loops straight. It is important that the backs of all loop letters be fairly straight. Study the proportion of the loops. Be sure to get the loops three times as tall as the small **i** and have plenty of daylight in the loops.



The **S** with the finishing swing is from the standard alphabet. Be sure to stop on the retrace before making the final swing. There are many things which could be pointed out but some of these must be left to the teacher. Notice where the closings appear, the proportion of the various spaces, the slant, the height, the quality of line, etc.

*h h b k l h b k l h b k l h b k l h b k l h b k l h b k l*  
*W W W W W W W W W W W W W W W W W W W W W W W W*  
*W W W W W W W W W W W W W W W W W W W W W W W W*  
*Warner Warner Warren Warren*  
*Warrant Warrant Warrant Warm*

Here is a very difficult copy but an excellent one for practice. Get the backs straight and all slanting in the same direction.

Do not crowd your W. Where you have difficulty in getting a letter well shaped, practice it on the blackboard or even on a large sheet of paper like a newspaper or wrapping paper with a lead pencil. To be a good writer it takes intelligent practice. Unless you know the forms of the letters and how to make them, you will not succeed, but where you have a good knowledge of the letter form it is surprising what a little practice will do.

*Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z*  
*Zaner Zaner Zaner Zaner Zaner*  
*Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z*  
*Zimmerman Zimmerman Zimmer*

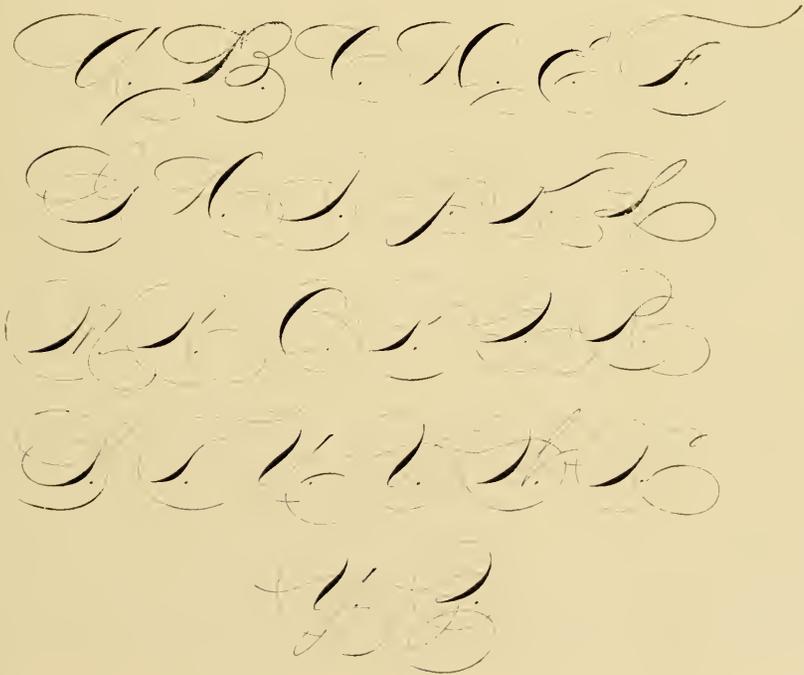
In the Z, endeavor to make the top and bottom slant in the same direction. You have three full, open loops in the Z. Study the size of the bottom loop. Practice the Z, J and Y together. The size of the loop should be the same on all three letters.

*Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q*  
*Quinn Quinn Quinn Quinn*

The Q has two loops. The first loop is the same as the beginning loop on the V and other similar letters. The bottom loop is long and narrow and is flat on the base line. Notice the difference between the loop on the Q and the Z. The Q finishes below the base line. The finishing stroke should never interfere with the other letters in the word you are writing nor should it be made so long and low that it interferes with the writing on the next line.

amount burner concludes distance  
 farmer gainer hunting indicate  
 evince junior kindred lancers  
 manner notion opinion princely  
 quality remain sincerely tinner  
 universe vintage window xylite  
 younger zodiac your zenith

Practice these words diligently. They are good ones and most of them are easy. Where you do find a difficult combination of letters, practice the combinations separately like ly, ze, yl, th, etc.



An Alphabet by A. D. Taylor.

# Manuscript Writing

Ralph H. Waterhouse

In an introduction to this brief presentation of the subject, I wish to quote:

"Acceptance of the manuscript writing method indicates our belief that it is the best and simplest method of introducing children to the writing of the English language.

"The obvious disparity in the form of the letters in type and in script retards the writing ability of children in the primary grades. Conversely, because of its similarity to the printed symbols, manuscript writing should be a positive aid in learning to read.

"By using the manuscript writing method, we are presenting some of the child's learning difficulties more naturally. We recognize the additional problems presented by the newness of the school environment and the newness of the experience of learning. The best teaching practice avoids complex experiences for the very young."

## Used in Grades I and II

Manuscript writing is used in grades I and II for all written expression and in all grades for art lettering. It is the foundation alphabet for illuminated manuscript writing in upper-grade art classes. The cursive alphabet is introduced during the last six weeks of grade II and the pupil learns to write his name by the end of the semester. The summer vacation serves as a learning and forgetting plateau. Pupils who enter school in January make the transition gradually.

## Child's Perspective

It is often difficult for adults to look at school tasks from the young child's perspective. We are inclined to assume that a task is as "simple as two times two." Any complicated procedure, even the magician's most baffling trick, is simple after it is un-

## MANUSCRIPT WRITING SHOULD BE LARGE

Says the Bureau of Education,  
Washington, D. C.

"It is quite generally accepted that the teaching of handwriting should follow the desire of children to express ideas and to relate experiences. Also that such writing should bring into play the large arm muscles before any coordination of the fine muscles is demanded. Some of our more progressive school systems are having the children write on large sheets before they use a smaller space."

derstood. Just how simple does "two times two" become when the example is presented, say, in Chinese symbols? No one knows how confusing a cursive alphabet must be to a child of six, or how taxing of his physical ability it is for him even to copy the involved form, not to mention the development of sufficient skill to produce legibility. Not that it can't be done; it is being done in a great many places. But there is an easier way. There is a way which is easier for the child and easier for the teacher. Correctness in writing letters, in one experiment, was six times as frequent in manuscript as in cursive style.

## Facilitates Reading

Since the relationship between the printed symbols and manuscript writing is so close, the use of manuscript writing facilitates the development of reading and writing skills in young

children. Confusion in recognition and use is reduced. The learning of one complements the other.

Manuscript writing is learned better with less effort than cursive writing. Children can write legibly in manuscript.

## From Dr. Freeman

According to Freeman's research, the advantages and disadvantages of manuscript writing as reported by supervisors using it are:

### Advantages

1. Easier to learn, less fatiguing, and gives better writing (more legible and neat), easier to teach.
2. Helps in early reading because of similarity of written and printed forms.
3. Enables children to use writing much sooner as a form of expression.
4. Pupils like it and take pride in it, appreciate good writing.
5. Helps in spelling.
6. Is an aid to lettering in art and map work.

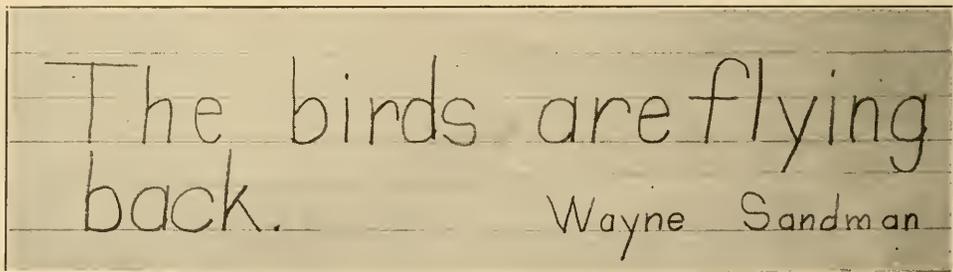
### Disadvantages

1. Difficulty in changing to cursive.
2. Slow or probably slow.
3. Difficulty in transferring to schools which do not use it.
4. Parents must be convinced.
5. Less rhythmic and encourages finger movement and bad posture.
6. Difficult to read cursive.

## From Ida Marine

The advantages of Manuscript Writing in Primary Grades, as reported by Ida Marine in *The Grade Teacher*, November, 1937, are:

1. It is easier to learn, being based on the circle, or a part of the circle, and the straight line.



A specimen of manuscript from the schools of Palatine, Ill., Mrs. Clover W. Meyer, teacher. This child is able to express himself easily and fluently. Notice the plainness of every letter, the uniform height and spacing.

2. It is more legible because of the absence of loops, joining strokes and flourishes, all of which tend to confuse young children.

3. Children learn one alphabet for both reading and writing which is especially valuable when the class is composed largely of foreign-speaking children.

4. It stimulates and facilitates reading.

5. It stimulates and facilitates spelling because the mental image of the written word so closely resembles its printed form as to reduce the number of mistakes.

6. It is neat and hence leads to neatness and orderliness in other work.

7. It meets the need of the child's early desire to write and lends satisfaction and enjoyment to other activities.

8. It causes less eye strain because the definite combination of the circle and the straight line eliminates acute angles.

9. It decreases physical fatigue in immature muscles so that children with poor muscular control can pro-

duce legible results. The lifting of the pencil between strokes lessens muscular fatigue.

10. It requires little drill for improvement since the children can see and understand the formation of the letter forms by the teacher.

11. Speed in manuscript writing in the first grade is equal to, if not greater than, that of cursive writing.

12. Left-handed children in the first grade write better forms and with greater ease in manuscript than in cursive writing due to the elimination of loops and connecting lines.

#### A Practical Tool

The manuscript alphabet for use in the public schools has been developed to give young children a practical tool for written expression during a two-year period when ease of learning and facility of use are of first consideration. Since cursive writing will replace manuscript writing at the beginning of the third grade, our manuscript alphabet recognizes the needs, level of maturation and results to be achieved by first and second grade children. Simplicity, ease of

learning and facility in teaching were the guiding principles in its development. The alphabet is based upon straight lines and circles and allows children of this level of maturation to acquire the use of this tool with satisfaction to themselves and their teachers. Variations of letter forms with joining strokes, shading and individuality may be learned later when the body muscles have reached a sufficient level of coordination.

#### Each Has Its Place

After more than a decade of observation, experimentation, scientific investigation and research, authorities in the field of penmanship are fairly well agreed upon the relative merits of manuscript and cursive writing and the place of each in the curriculum. Manuscript writing has been found superior for younger children, but cursive writing is recommended for older children and adults. The cursive alphabet should be presented during the last six weeks of grade II, so that beginning in grade III, it may become the common means of written expression.

The Playhouse  
 Marjorie brought her Playhouse to school.  
 It is pretty.  
 It has 6 rooms, all furnished.  
 There are little dolls in it.  
 The house has electric lights.  
 We like to have it in school.

# True And False Test

W. A. Larimer

North Texas State Teachers College

- |                                                                                                                   |                                                                                                                                                                |                                                                              |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| T 1. Correct mental images and correct writing movement habits make good writing carry over into other subjects.  | T 16. One purpose of the school is to teach pupils to write easily and legibly.                                                                                | T 31. Small h and k are as high as capital H and K.                          |
| T 2. Penmanship wall charts are as important in penmanship classes as are maps in geography classes.              | T 17. A handwriting teacher needs to plan her work as thoroughly as any other teacher.                                                                         | T 32. Small x and small v begin with the same kind of stroke.                |
| F 3. A successful penmanship teacher needs a minimum amount of skill and a maximum amount of theory.              | T 18. Pupils should be trained in diagnosing their positions and letter forms.                                                                                 | F 33. The crossing of small x extends below the base line.                   |
| T 4. Movement drills afford the best means of developing muscular movement habits.                                | T 19. A well-trained penmanship teacher makes her explanations simple enough for all the pupils to understand them.                                            | F 34. The final down strokes of capitals Y and Z are exactly alike.          |
| T 5. To write with arm movement successfully, it must be made a habit.                                            | T 20. A specimen of each student's work should be taken the first day of the term and at regular intervals thereafter as a measure on improvement.             | F 35. Final t is used where more than one t is used at the end of a word.    |
| F 6. All letters end with a repetition of their first stroke.                                                     | T 21. The use of pins and certificates is a good way to create interest in writing.                                                                            | T 36. The top of capital T has the same number of curves as the down stroke. |
| F 7. Grouping writing classes in rural schools should not be permitted.                                           | T 22. More rapid writing progress is made when other teachers cooperate with the teacher of handwriting by demanding the best possible writing in all classes. | F 37. Small t should be made the same height as the capital T.               |
| F 8. Corrective count is used to describe the letters.                                                            | T 23. Writing is an excellent illustration of habit formation.                                                                                                 | T 38. Capital B ends with a "boat" stroke.                                   |
| T 9. Speed in writing varies in different grades.                                                                 | F 24. The same length of time should be given to all writing classes.                                                                                          | T 39. Capitals J and I begin with left curve up-strokes.                     |
| T 10. Penmanship stories are used to give the pupil a better concept of letter form.                              | F 25. The left-handed child should slant his writing to the left.                                                                                              | T 40. The crossing of capital J comes on the base line.                      |
| F 11. The presentation of writing lessons should not change from grade to grade.                                  | T 26. Figure 7 begins with a slight retrace stroke.                                                                                                            | F 41. The lower loops of capital Y and small y are made the same.            |
| F 12. Penmanship does not provide for judging and grading.                                                        | F 27. The figure 8 begins with a straight downward stroke on push-pull slant.                                                                                  | F 42. Capital L is made taller than small l.                                 |
| F 13. A good teacher of handwriting will not gather ideas from many systems, but will be dependent upon one only. | F 28. Figure 4 should extend below the line of writing.                                                                                                        | T 43. Small s and small r are slightly higher than small m.                  |
| T 14. Children should be familiar with the use of handwriting scales.                                             | F 29. Capitals O and A are tested for slant at the same place.                                                                                                 | F 44. Capital C and capital W should be taught in the same movement group.   |
| T 15. Muscular movement writing involves the movement of the muscles of the arm from the shoulder to the wrist.   | T 30. The second parts of M and W are not as high as their first parts.                                                                                        | T 45. Small g ends with a slight over stroke.                                |
|                                                                                                                   |                                                                                                                                                                | T 46. The connecting of small o's is a good lateral movement.                |
|                                                                                                                   |                                                                                                                                                                | F 47. The same movement drill is used in developing capitals A and P.        |
|                                                                                                                   |                                                                                                                                                                | T 48. Counting helps to remedy many defects in movement.                     |
|                                                                                                                   |                                                                                                                                                                | T 49. Visualization is essential in proper learning of letter forms.         |
|                                                                                                                   |                                                                                                                                                                | F 50. The size of letters does not vary for the different grades.            |

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By F. B. Courtney, Detroit, Mich.

## Kentucky

Kentucky lies between the Appalachian Mountains and the Mississippi River, and midway between the Great Lakes and the Gulf of Mexico.

Kentucky has an area of forty thousand, five hundred and ninety eight square miles. It is smallest of the South Central States, but ranks fifteenth in population among the states of the union, and thirty sixth in size. Kentucky is a little more than three fourths as large as England. Its area is about equal to that of Ireland and Wales combined.

In Kentucky there are six distinct natural regions. They are the Mountain Region; The Cavernous Limestone area; the Knobs; the Blue Grass Region; the Western Coal Fields; and the Jackson Purchase.

Meredith Lowry

Covington, Kentucky, has long been famous for its fine penmanship in the public schools. This specimen was written by Meredith Lowry and was sent in to us by Seddie Grunkemeyer.

# PROJECTS

## A PROJECT LESSON CORRELATING HANDWRITING

In sixth grade the following project lesson in American History can be used, during which lesson handwriting may be stressed. The lesson is to be on "The Presidents of the United States". In the formal writing period, the pupils should be asked to write the names of all the 29 presidents, using their first and last names. These names can be gotten from the history books, or better still, the teacher might write them on the blackboard. This is a splendid exercise on the capital letters. The height of letters, spacing, and arrangements should be stressed while the pupils are copying these names. The pupils should carefully save these papers.

The next step in the making of this project is to assign a president to each one of the pupils and ask them to read something of the life of the subject assigned. When the pupil has read something about his assigned president, then he should be asked to write a page, containing at least two paragraphs on the life of his assigned subject. The sketch may first be written with pencil, and later with pen and ink. The teacher should call attention to the arrangement, indentation, margin, etc., and no paper is to be accepted by the teacher unless a pupil has done his best in handwriting. Each pupil may make a folder with drawing paper, and place his papers therein. On the cover of this folder may be written the name of the pupil's sketch, and the pupil's name and the date. The papers should be fastened inside the folder and the

work displayed in the room. The teacher should mark an O. K. on all folders whose writing is satisfactory.

### Handwriting in 3rd and 4th Grades

We correlate our handwriting with our English. We have the pupils copy letters of one paragraph giving attention to the penmanship. Special attention is given to some of the important things like arrangement on the paper, legibility, slant, etc. We secure the names and addresses of other third and fourth grade pupils. Some of these are from schools in our own city and some are from schools in other places. Other teachers are glad to have their pupils exchange letters with us.

We have the pupils write original letters, mainly of one paragraph. These are corrected and rewritten before they are allowed to be mailed.

Special lessons are given on addressing of the envelopes. Pupils are shown the proper way of addressing envelopes. Each envelope must be absolutely legible so that it can be delivered by the postman.

Pupils exchange their envelopes with other students who examine them with the view of determining the legibility. If the address on each letter cannot be read, the work must be done over. The pupils write about their school life, their pets, their friends in the Army, etc.

Try a project in your class like this and see how much more interest your pupils will take in improving their handwriting.

Jennie Smith, Teacher.

## SONNETS OF LIFE

By G. H. Lockwood  
Kalamazoo, Mich.

### IT'S WELL TO WISH—TO HAVE A GOAL

It's well to wish, to have a goal,  
To see a way ahead,  
To plan for body and soul,  
For oft' our steps are led  
Along the path we've figured out,  
'Though 'tis not always true;  
Sometimes the path leads round about,  
And oft' much work to do  
Before we reach the place we seek,  
But reach it, we'll not fail  
If we press on to mountain peak;  
To wish of no avail  
Unless we back up wish with work  
And stick close to our trail.

### WHAT A LITTLE BIT!

One day company came for dinner,  
Grand-ma, Grand-pa, and the rest,  
Little Johnny he was there, too,  
Dressed up in his "Sunday best";  
When the meal was almost finished  
Mamma then cut the pie,  
Johnny watched her, all excited,  
With an eager, anxious eye.  
When she had a piece all measured,  
Johnny up and said, says he—  
"Is A-L-L that for Grandma,  
Mother?"  
"Oh no, Johnny boy," says she,  
"That's for you, dear." Johnny's face  
fell  
As he looked at the size of it;  
"You don't mean that's mine, Oh  
Mother!  
Why, it's such a L-I-T-T-L-E bit."  
From this we learn it makes a difference  
To whom the piece is going to fall;  
If for Grandma, it's a Big one,  
If for us, it seems so small;  
I guess most of us get what's due us,  
And, when our piece to us is served,  
If the Blessed Fates but knew us,  
More comes to us than deserved.

### ON THE CARPET

It's good to have somebody say  
Just what they think of you,  
And though it takes one's breath away  
And stings one through and through.  
Yet one may profit by the light,  
Nor need one try to hide  
His littleness and to deny  
His narrowness and pride;  
It's good to have some friendly soul  
Who sees where we are weak  
Speak plainly, pointing out our faults,  
As only friends can speak,  
It's good to see through other's eyes  
Just how one looks—but some surprise.

In  
Americans  
Pledge

BUY WAR BONDS AND STAMPS

# FAMOUS LETTERS

*Cincinnati, O., 10, 27, 1902*

*Mr. J. H. Ammerman,*

*Louisville, Kentucky.*

*Dear Sir;*

*Your communication of the 24<sup>th</sup> inst. is received, and in this you see a fair specimen of my formal or accurate penmanship, written freely but not rapidly with a large proportion of arm movement.*

*The style, as you will no doubt observe, is the Spencerian slightly modified by being more rounding, less slanting, and somewhat abridged and modernized.*

*For recording or plain engrossing, ledger headings, and formal, important documents, it is specially designed.*

*Yours respectfully,*

*George T. Williams.*

# Lessons In Flourishing

In making No. 1, hold the paper in about the same position as in ordinary right-handed writing. For No. 2 turn the paper around so that the lower right corner is pointing away from the body. Throw the strokes away from you. The shade should start from the body and point to the upper part of the desk. The paper should be turned to accommodate each stroke. Is that clear?

Get up enough movement and swing to make full, graceful ovals and enough force to make full, fat, snappy shades. The shades are made with an up-and-down movement. Keep the hand up off the paper as much as possible. Only the tip of the finger or heel of the hand should touch lightly. This work must be swung freely.

You will break and wear out many Fine Writer Pens, but fortunately we can still secure some pens, paper and ink. If you need any special help or information, write The Educator.



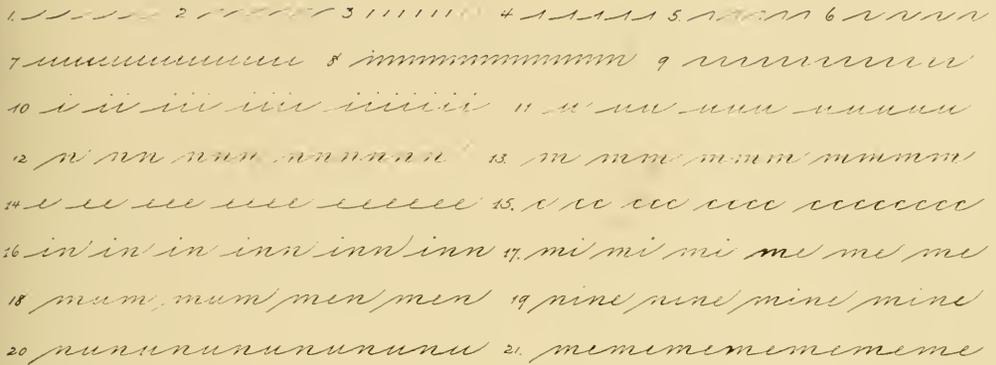
*The  
Faber-Bloser Co.*



Advertising Script by P. Z. Blosser.

In flourishing, the tip of the penholder is pointing away from the body. Study the illustration.

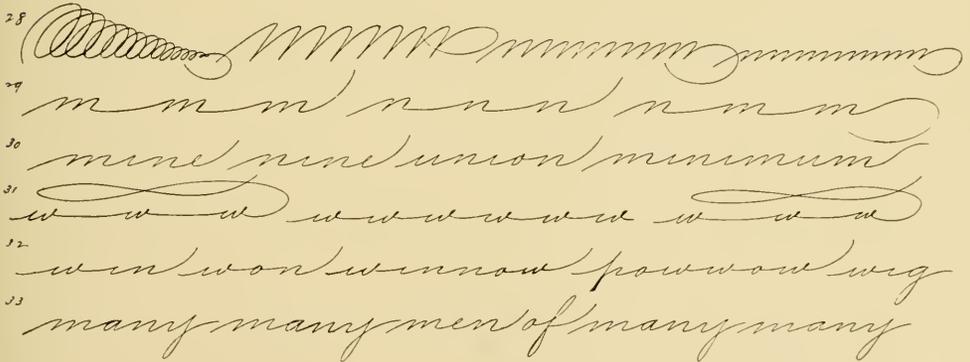
# A Course in Ornamental Penmanship



Practice the individual strokes or parts of the letters. It is important to make sections of letters well. At least, that is a good way to study formation.

Make line after line of each individual letter, separately, then joined together. Study the detail of each letter. There is a different movement and different form for each letter.

See that all letters are legible and made with a free motion. Write words using the various letters.



The accompanying exercises are good to develop freedom and fluency to the right. Develop a strong, free movement.

Ornamental Writing which is freely written is very attractive, while Ornamental Writing not freely written is very unattractive. The charm in the work of the Masters was dash and strength of line. Remember no kinks allowed.

# Lessons in Script

Figures should be made carefully and legibly. They are used on diplomas and many pieces of engrossing. Also practice the months and the combinations, st, nd, rd and th. The figures usually should be a little taller than letters but they should be on the same slant and appear the same thickness of shades.

Study the little details. Notice the height, slant and spacing. See if you can equal the beautiful ovals inside the figures as shown by the copy which was written by C. W. Norder of Pittsburgh.

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\$1234567890

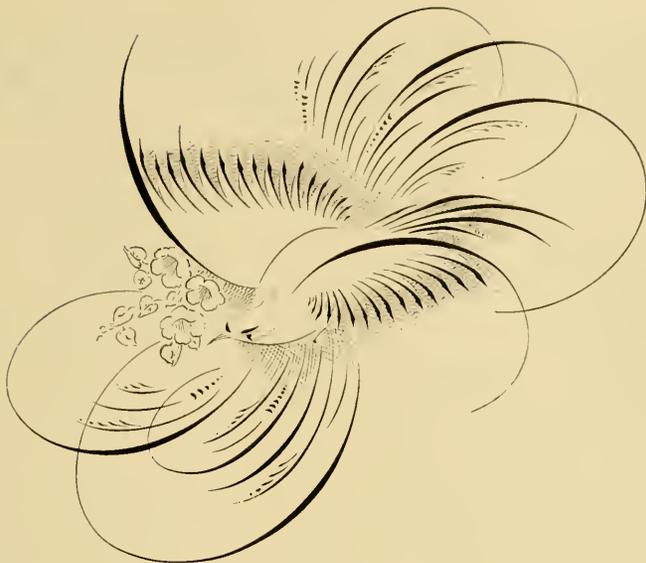
*minimum murrum unum summer  
improvement equipment intimated  
drummer summer billiards blame  
rhodamanthine latitudinarian slim*

---

Practice these simple words. They are especially selected to develop turns and angles. They were written by Raymond Gluff, Parkersburg, W. Va.

A A B C D E F G H I J K L M N  
O P Q R R S S T T U U  
V W X X X Y Z A. Ann Hoyer -  
B. Ann Barbara Clara Dora Eve Fannie G. Ann  
H. ~ ~ ~ ~ ~ I J J J J K K K L L L L M M M

A fine alphabet by Ann Howyer for students to study and practice. It has enough Ornament to be attractive and the rounding forms aid in legibility.



A handsome flourish by Paul Thomsen, 3917 $\frac{1}{2}$  Flower Drive, Los Angeles, California.

Large and compact writing helps to  
 gain control of the movements of  
 the arm in and out the sleeve.  
 Master the movements of the arm  
 in every direction if you would  
 learn penmanship, for he who has the  
 best trained arm is the best penman.  
 July 3, 1921. Emer W. Blosser.

Try this compact writing. It will help to make your work look solid and firm. Practicing on different styles may add something which your writing now lacks. The above was written by Mr. Blosser in 1921.



IN MEMORIAM

WILLIAM F. QUESSE

Born April 4, 1878

Died February 16, 1927

**W**hereas, Sacrifice, service and love for his fellow-man is the greatest record any man or woman can leave as a memory; and

**W**hereas, Our President, William F. Quesse, organized, developed and served as the leader of our Chicago Flat Janitors' Union, and by such service brought from a condition of slavery to a status of freedom with decent working and living conditions, our membership and the thousands of families dependent upon them; and

**W**hereas, The Creator who moulded in Brother Quesse the exceptional combination of courage, mind and heart that made him a real leader, beloved by all who knew him, has this day called him from his earthly labors; and

**W**hereas, While we sorrow and are conscious of the tremendous loss our Union and the entire Labor Movement has suffered, we are mindful of the grief and tears of his bereaved family; Therefore be it

**R**esolved, That we, the officers and members of the Chicago Flat Janitors' Union, Local No. 1, W. S. E. U. in meeting assembled, do hereby convey to his beloved wife, his son and daughter, his mother, brother and sisters, our condolences and sincere sympathy in their great bereavement, and that as evidence of our great love for and appreciation of our departed President, we respectfully request that our Union may have the privilege of providing a mausoleum wherein his remains may be interred; and be it further

**R**esolved, That a copy of these resolutions be suitably engrossed and furnished to his wife, Mrs. Margaret A. Quesse, and a copy likewise furnished to his mother, Mrs. Elva Quesse.

Unanimously adopted at the Ashland Boulevard Auditorium, Chicago, Illinois, February 16, 1927.

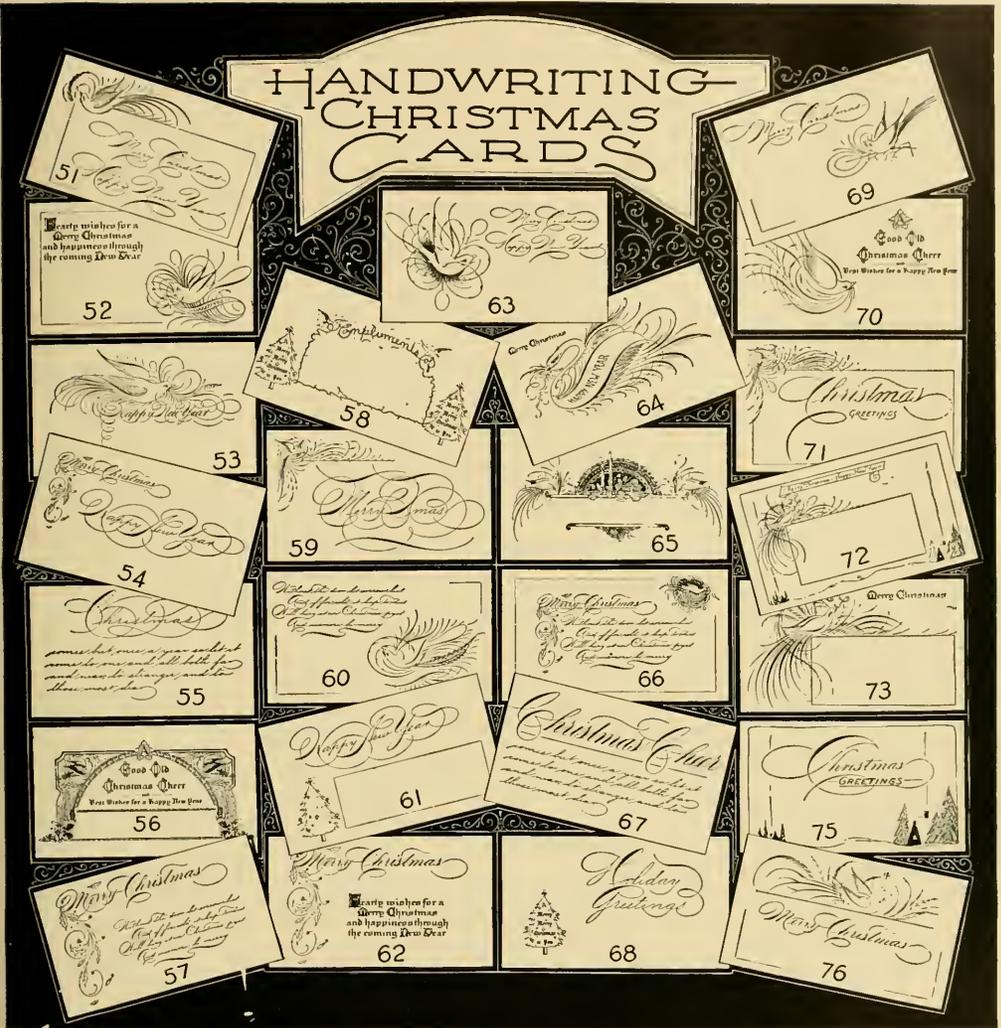


Oscar F. Nelson  
President

Albert L. Cress  
Recording Secretary



An excellent example of engrossing from the Harris Studio, Chicago, Illinois.



A PENMAN'S CHRISTMAS CARD

Twenty-five designs to select from

25 Cards for 50c, postpaid

THE ZANER-BLOSER CO.

612 N. Park St.

Columbus, Ohio

"And now, somehow, I do feel old;  
 I don't know why it's so.  
 They've turned me down at every place;  
 'Tis strange for me to know.  
 I've worked for almost forty years.  
 And guess I'd been O.K.  
 Except some doctor bills and things  
 That came along my way."

And while for forty years he toiled,  
 An age so new arose,  
 With unemployment everywhere  
 And millions in its throes.  
 'Tis strange that not since time began  
 Has work so fled away,  
 And left men like deserted ships  
 Upon a restless bay.

March 4 Penmanship Grade 8

A B C D E F G H I J K L M  
 n o p q r s t u v w x y z  
 a b c d e f g h i j k l m n o p  
 q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

This is a specimen of my best penmanship while attending the Central School of Marysville, Kansas and practicing for a Grammar Grade Certificate.

Amy Ruth Griswold

Miss Mildred Kirkwood, 306 N. 11th St., Marysville, Kans., is to be congratulated on the excellent work her pupils are doing.

#### HANDWRITING

Good handwriting indicates that the one who wrote it has desirable traits of character. To learn to write well you must cultivate patience, perseverance, and industry; you must become a close observer, a faithful student and an untiring worker.

Habits of industry, honesty and exactness are acquired in learning to write. Good writing advertises to all who see it that the writer has determination and stick-to-it-iveness necessary to master any difficult task.

Employers prefer employees with sound traits of character and for that reason request applicants for positions to "apply in your own handwriting." Do you notice, other things being equal, that the better writer gets the position?—Editor.

Mr. A. F. Stern, who is following the lessons in the Educator, sent us a package of name cards written in attractive Copper Plate Script.

The young man or woman who wishes to have an interesting hobby and one which pays well should follow the Courses in the Educator. With the shortage of skilled labor, many penmen today are swamped with pen-



Write for our new Free Book, "How to Become a Good Penman." Enclose 10c for a Professional Pen Point and your name beautifully written. Write today.  
**THE TAMBLYN SCHOOL**  
 438 Ridge Building  
 Kansas City, Mo.

A very nice group of Educator subscriptions has been received from Mr. G. R. Brunet, Lord Selkirk School Winnipeg, Manitoba. Mr. Brunet enclosed some excellent ornamental pen work from one of his fourteen-year-old students, Ernest Zipp. This young man is undoubtedly headed for a fine penmanship career.



### The McGhee Studio

Makers and designers of

#### FINE DIPLOMAS

Estimates furnished

143 East State Street  
 Trenton, N. J.

### GLOSSY INK

GIVES a charming finish to your pen work. Sparkling shades, fine hair lines. Specially recommended for Card Writing.

Glossy Black, 2 oz. bottle 40c

Glossy Brown, 2 oz. bottle 35c

Also JET BLACK INK, not glossy, an easy flowing writing ink that may be used for Ornamental and Flourishing as well. 2 oz. bottle 30c. \$1.00 brings you the three bottles postpaid. Try them. Money back if not satisfied.

**C. N. BEGIN**

12 Mant Carmel Quebec, Canada

★★★★★  
 "Keep 'Em Writing!"  
 ★★★★★

*This is the cry from our boys all over the world — boys in camps and in our fighting forces. Wherever they are, our boys keep saying, "Keep 'Em Writing!" School superintendents and teachers are realizing this and are giving extra attention to good handwriting.*

#### THANKS

The Educator for the past forty-eight years has been very regular in its appearance in your mailbox. The draft and war conditions make it exceedingly difficult to keep things running on regular schedule. It was indeed gratifying to us to receive many inquiries concerning the Educator when it was a few days late. This indicates that our efforts are appreciated by many people, and that the Educator really plays an important part in the life of many of our friends. We thank you for your patience and cooperation.

#### You Can Help

In these days, it is difficult to secure all of the articles, news notes, lessons, etc., needed and we shall greatly appreciate any articles or other material which you care to send to us. Also, if you have any plates on Penmanship which you think might interest our readers, send us proofs to consider running the plates in the Educator. This is especially timely since the Government is requesting us to curtail the use of metal.

Thanks again for your cooperation and interest.

W. J. Iampieri of Philadelphia, Pennsylvania, has sent in a beautifully addressed envelope in renewing his Educator subscription. This was written in Copper Plate Script.

**HILL'S BUSINESS UNIVERSITY**  
*Quick Intensive Training*  
**FOR BUSINESS & GOVERNMENT POSITIONS**  
 ACCOUNTING - GENERAL BUSINESS - SECRETARIAL - STENOGRAPHY  
 Rated among America's leading business schools. Co-ed. Start any time. Individual progress. Short intensive courses prior to employment can be completed by Home Study. Write for Free 34th year Success Book, outlining plans and employment opportunities.  
 HILL'S BUSINESS UNIVERSITY, Dept. D, Oklahoma City

#### EDWARD C. MILLS

Script Specialists for Engraving Purposes  
 P. O. Drawer 982 Rochester, N. Y.

The finest script obtainable for model illustrations for bookkeeping texts, business forms; works on correspondence, arithmetic, and for readers, spellers, etc. By appointment only.

**Diplomas and Certificates**

Booklet or Sheet Form—Artistic Design—Attractive Covers—Leather and Imitation. Diploma Filling a Specialty. Send for Samples and Quotations.

Best Quality — Lowest Cost  
**HOWARD & BROWN**  
 ROCKLAND MAINE



Write for my free book "How to Become an Expert Penman", which shows what others have accomplished by taking my course. Enclose 10c for one of my favorite pens and your name with a beautiful flourished bird on a card. Write today.

**T. M. TEVIS**  
 Box 25-C Chillicothe, Mo.

#### MEUB'S PROFESSIONAL BLACK INK

Used by America's Finest Penmen. Send for your desk bottle today. 60c Postpaid. You'll like its fine hair lines and rich, satiny shades.

**ALBERT P. MEUB, 1944 Loma Vista St., Pasadena, Calif.**

The most popular man to our armed forces is the postman. He adds stimulus to every day's work whether it be routine training or combat fighting. It is each boy's hope to receive a letter from someone everyday. American families, brothers, sisters and friends won't let them down. They'll write and keep on writing, and in addition to this, they'll write so their letters can be read. "V" letters must be plain and legible.

Let's all do our share and,

---



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★ ★ ★ ★ ★ ★ ★ ★

"Keep 'Em Writing!"

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★ ★ ★ ★ ★ ★ ★ ★

Script by Parker Zaner Bloser.

**"ENGROSSER WANTED"**

Young man, dependable and trustworthy, who is ambitious of advancing in the art of engrossing.

**J. V. HARING & SON**

Engrossers — Designers — Engravers  
15 Park Row, Suite 1302-3-4-5  
New York, N. Y.

J. L. Hupman, Williamsville, Virginia, sends us letters, written in ornamental penmanship, which resemble the work of A. D. Taylor in form. Mr. Hupman has an unusual knowledge of letter forms. Few penmen today have the accuracy in their ornamental penmanship which Mr. Hupman's work shows.

Lessons in penmanship. Oblique penholders for sale. Circulars free. Send 10c and receive your name written in four styles. Address F. L. Tower, 601 West Pleasant Street, Hammonton, New Jersey.



# From A To Z in Ornamental Penmanship

— By —

*A. L. Darnex*

*Do not make up your mind too quickly*

*Individuality, if not extreme, is very desirable.*

*Joy of a well-ordered result from work will come!*



## ANNOUNCEMENT

### 14th Annual Higgins Memorial Awards

For the fourteenth consecutive year in memory of Mr. Chas. M. Higgins, their founder, the Higgins Ink Co., Inc., are sponsoring the drawing ink section of the National Scholastic awards. 6,000,000 high school students are eligible for this contest. 1,800,000 of them in 42,500 classrooms in 14,700 schools will learn about the

contest while using Scholastic magazine in their lesson plans. 14,250 supervisors of art and mechanical drawing will personally receive contest data from the company.

For the last two years Higgins Ink Co., Inc., have used war themes for the mechanical drawing section of the contest. This year, after questioning the War Department and a large industrial firm, the company chose a theme for all projects calculated to aid in pre-industry training of high

school students. Pamphlets may be had on request.

The October Educator is a fine number and I am enjoying very much the fine work it contains. There is a treat for anyone interested in the lovely art, and I am sure that your readers will enjoy this number as much as I do. Best wishes always.

C. N. BEGIN,

12 Mont Carmel, Quebec, Canada.

## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**United States Government Manual**  
Fall 1942. Published by the Bureau of Public Inquiries of the Office of War Information, Washington, D. C. Paper cover, 705 pages.

**WHAT YOU WILL FIND IN THE 1942 MANUAL**  
Issued three times a year to insure current information.

The United States Government Manual covers the creation and organization, functions, and activities of all branches of the Government. The material in the Manual has been approved by the departments and agencies themselves and is accompanied by organization charts and the names and titles of the administrative officials.

**THE CONSTITUTION**  
The Manual contains a literal print of the Constitution of the United States, its signers and amendments.

**THE CONGRESS**  
This section includes a discussion of the powers of Congress, the enactment of laws, and a list of Senators and Representatives.

**THE COURTS**  
In addition to the Supreme Court of the United States, the section on courts covers lower constitutional courts, the legislative courts, and a list of the judicial circuits and judges of the Circuit Courts of Appeals.

**DEPARTMENTS AND AGENCIES**  
Comprehensive statements on the 16 executive departments, the Federal Security Agency,

and the independent establishments are included. Field offices and addresses are listed for many of the departments and agencies.

A list of several hundred representative publications shows the types of published material available from Government establishments.

**EMERGENCY WAR AGENCIES**  
Under the heading "Emergency War Agencies" the Manual describes the Office for Emergency Management, Board of War Communications, National War Labor Board, Office of Alien Property Custodian, Office of Civilian Defense, Office of the Coordinator of Inter-American Affairs, National Housing Agency, Office of Defense Health and Welfare Services, Office of Defense Transportation, Office of Lend-Lease Administration, Office of Price Administration, Office of Scientific Research and Development, Office of War Information, War Manpower Commission, War Production Board, War Relocation Authority, War Shipping Administration, Board of Economic Warfare, Office of Censorship, Selective Service System, and Boards and Committees functioning with other of the United Nations.

## DESIGNING AND ENGRASSING

By E. L. Brown, Rockland, Maine

## COVER

Make a sketch in pencil about 11 x 16, roughly suggesting size and style of lettering and the arrangement of the same. It will be well to suggest some of the principal strokes of the off-hand part of the design, with particular attention to the placing of birds and scrolls for the small lettering.

Always do the off-hand first. Note carefully the arrangement of the light and shaded lines. Add ornaments to

lines and strive for simplicity and good taste. Pencil line "The Educator" very carefully, observing spacing and uniform size. The letters must stand exactly vertical on the page. Remember a T-square and drawing board are important parts of an engrasser's outfit. Rule edges of large lettering using square. Retouch with a fine pen. The free-hand lettering was also retouched. Color harmony is a part of every design, and is a part of all pleasing pictures in either black and white or color.

Off hand pen work will always be admired and, as we have said many times, no other exercise is quite as good in acquiring a mastery over the principles of grace, harmony and beauty of commercial pen art.

Let us hear from you from time to time, with your problems. We always stand ready to help you.

M. Otero Colmenero, Box 909, San Juan, Puerto Rico, is starting the year off by doing some of the nicest free-hand flourished script we have seen for some time. A letter written with white ink on black paper shows very high-class skill. Mr. Colmenero is not only Puerto Rico's outstanding penman, but is one of the most skillful anywhere today. We hope later to get some work from Mr. Colmenero for the Educator.

# Woodward School

Boston, Massachusetts

This Certifies that

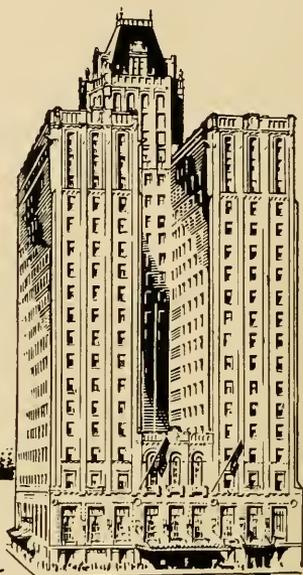
*has completed the course of study through Class*  
*and in testimony thereof is awarded this*

**Diploma**

*Presented this*      *day of*      *194*



Principal



*Known*  
**FROM COAST-TO-COAST**  
**AS HOST TO MOST**  
*who visit Baltimore*

Our ears are red . . . and we like it. In fact, it's this tremendous amount of talking about us, from one travel-wise person to another, which has kept us right on top of the heap here in Baltimore. It's the personal way we look after folks, the exceptional comfort of every one of our 700 rooms and the palate-tickling quality of our food that stimulate this pleasant gossip. Next time you're in Baltimore, stop in and let us show you what they talk about.

**LORD BALTIMORE HOTEL**  
BALTIMORE, MARYLAND

# THE EDUCATOR



**CHRISTMAS**

SEALS

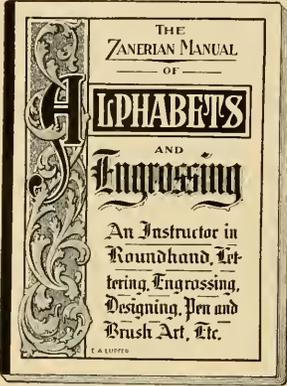
**DECEMBER**

STAMPS

**BUY WAR BONDS**

# Engrossing Supplies

ZANERIAN MANUAL OF ALPHABETS  
AND ENGROSSING



The greatest collection of practical engrossing ever published. Revised edition, about one-half of the book being new material — the finest work of the kind ever prepared by the profession.

A book 8½ x 11½, 136 pages, containing complete courses of instructions in Roundhand, Broadpen, Pencil and Freehand Lettering, Wash Drawing and Pen Drawing. Instructs how to make Diplomas, Certificates, Title Pages, Engross Resolutions, and presents numerous full-page examples of pen and brush work from the leading engrossing masters of the country.

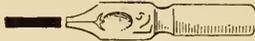
The one indispensable book for all engrossing artists and all who wish to learn practical and profitable engrossing or lettering. It contains a wealth of materials and ideas.

Price, postpaid, \$2.50.

PLAIN USEFUL LETTERING, 48 pages ..... 35c

## LETTERING PENS

These are the pens that are used by engrossers for executing the various styles of lettering. Engrosser's Text, Old English, etc., etc. For making or filling names in diplomas, engrossing resolutions, for ledger headings, or in fact for executing any kind of practical, rapid lettering, these pens are the best made. There are a few other numbers of these pens than are mentioned here, but these twelve are all any engrossing artist ever has occasion to use. Double Lettering Holder ..... 20c



Single pointed pen, 9 numbers—  
1, 1½, 2, 2½, 3, 3½, 4, 5, and 6



Double pointed pen, 3 numbers—  
10, 20 and 30

- 1 complete set of these twelve Pens, Nos. 1, 1½, 2, 2½, 3, 3½, 4, 5, and 6 single pointed, and Nos. 10, 20 and 30 double pointed, postpaid ..... \$ .35
- 1 dozen of any numbers (assorted as desired) single pointed ..... .25
- 1 dozen of any numbers (assorted as desired) double pointed ..... .50
- Less than a dozen single pointed pens, 2 for 5c. and less than a dozen double pointed, 5c each.
- ¼ gross of any one number single pointed pens, postpaid ..... .50
- 1 gross of any one number single pointed pens, postpaid ..... 1.75
- ¼ gross of any one number double pointed pens, postpaid ..... 1.50



### "INKHOLDER"

for broad pointed Lettering Pens. But little ink dipping is necessary when this ink-holder is used. Saves time and patience when one has considerable work to do.

Each, 10 cents.

## INKS

- Zanerian India, Postpaid ..... 40c
- Zanerian Gold, Postpaid ..... 25c

## PAPERS

- Zanerian 5 lb., Express Coll. .... \$1.50
- Zanerian No. 9, Express Coll. .... .85
- Artificial Parchment (16x21) 6 sheets postpaid ..... 1.50
- Genuine Sheepskin (16x21) 1 sheet postpaid ..... 3.00
- White Cardboard (22½x28½) 6 sheets postpaid ..... .90

## TEXT LETTERING AND ENGROSSING COURSE BY CORRESPONDENCE

Our Text Lettering and Engrossing Course will train you to handle a broad pen successfully, to letter diplomas, and do broad pen lettering for all occasions. It covers in twelve lessons alphabets like the American, Unretouched and Retouched Old English, Engrosser's Text, Shading, etc. Teachers can profitably take this course, as well as those who are going into the engrossing business. Lettering as a business or as a sideline is very profitable. You can become quite skillful by faithfully following this course.

- Price of Text Lettering and Engrossing Course (including manual) ..... \$12.00
- Supplies for Text Lettering and Engrossing Course ..... 2.85

## ADVANCED ENGROSSING COURSE BY CORRESPONDENCE

Our advanced Engrossing Course supplements our Roundhand and Text Lettering and Engrossing courses. It covers standard alphabets, as the Egyptian, Roman, Medial, Old English, etc. It covers the work from fundamentals of lettering to the making of elaborate resolutions, etc. It will train you to make initial letters, borders, scrolls, alphabets, resolutions, memorials, testimonials, diplomas and most of the things done by engrossers. This course lays a good foundation, and if after completing it you desire to go higher you can attend the Zanerian and complete your training in a short time. The Text Lettering and Engrossing course should be taken before the Advanced Engrossing course.

- Price of Advanced Engrossing Course (including text) ..... \$12.00
- Supplies for Advanced Engrossing Course. .... 2.25

# THE ZANER-BLOSER COMPANY

612 North Park St.

COLUMBUS, OHIO



THE  
**AMERICAN  
HOTEL**

Upholding the tradition of its great name the American offers genuine hospitality, modern rooms, ideal location and good food at rates that will delight your budget.

ROOM WITH BATH \$1.50

GARAGE & AMPLE PARKING

HARRY H. O'NEILL, Manager

SEVENTH STREET AND  
MARKET BOULEVARD

**ST. LOUIS  
MISSOURI**



VISIT THE  
**PLANTATION**  
AND LAMP ROOM  
Newest Rendezvous  
in town

Stop at the  
**SEELBACH**  
we'll take care of  
the **REST**

You needn't worry about a thing...check in at the Seelbach and you're sure of a good bed, attentive service, fine food and a friendly atmosphere. You'll awaken in the morning refreshed and ready for a successful day.

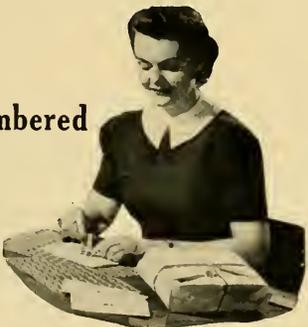
500 ROOMS WITH BATH  
from **\$2.50**



WALNUT AT  
FOURTH ST.

**LOUISVILLE, KY.**

A seal remembered



TO MAKE YOUR GIFT and cards doubly blessed—fasten them with a strip of Christmas Seals.

You may give the greatest gift of all—health, life itself. For Christmas Seals make possible a year-round fight against Tuberculosis—the dread disease that kills more people between 15 and 45 than any other disease.

So, in the truest spirit of Christmas, make these seals a part of your Christmas giving. Send no gift, card, or letter without the Seal that saves lives.



... a life saved



BUY  
**CHRISTMAS  
SEALS**

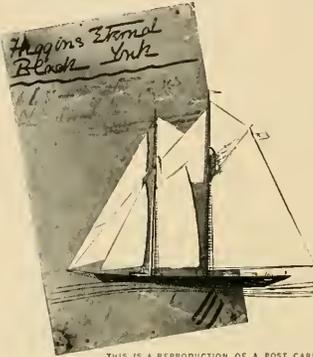
The National, State and Local  
Tuberculosis Associations in  
the United States.

# HIGGINS

## ETERNAL BLACK WRITING INK

is proof against age, sun-  
shine, fire and flood—

**PERFECT** for penmanship



THIS IS A REPRODUCTION OF A POST CARD WRITTEN UPON WITH SEVERAL SO CALLED "PERMANENT" INKS AND NAILED TO THE MAST OF A SHIP FOR SIX MONTHS—ONLY HIGGINS ETERNAL SURVIVED THE TEST.

Higgins Eternal Black Writing Ink is a pure carbon ink. It will last as long as the paper on which you write with it. Its clarity and jet-black writing make it ideal for instructions and use in penmanship. No line too fine, no stroke too broad for its free flow and opacity. It helps develop dignity and character in writing.

In 2-oz. cubes, half pints, quarts and gallons. Ask your dealer, today.

# HIGGINS



HIGGINS INK CO., INC. • 271 NINTH STREET, BROOKLYN, N. Y.

*Sell* **Martin's**  
MODERN Diplomas

### BOOK DIPLOMAS

Furnished in silk lined Leather or Near Leather Covers. Gold Stamped. Large or small quantities.

*Send for samples and prices.*

**MARTIN DIPLOMA CO.**

87 Summer Street Boston, Mass.



## WINTER TERM

Business Penmanship  
Ornamental Penmanship  
Roundhand or Copper Plate Script  
Broad Pen, Plain and Fancy Lettering  
Illuminating  
Engrossing, Flourishing  
Initial Letters and Designing  
Blackboard Writing  
Methods of Teaching  
Supervision of Handwriting  
Manuscript for Primary Grades

### Time

You can enter the Zanerian College on any date

### Correspondence Course in:

Business Handwriting  
Ornamental Penmanship  
Roundhand  
Text Lettering  
Advanced Engrossing

*Established in 1888*

*Catalog and further information sent upon request.*

## Zanerian College of Penmanship

612 N. Park St.

Columbus, Ohio

NO. 2 of the **FIVE STAR** features

SKY-HY  
ROOF



**HOTEL  
CONTINENTAL**



Featuring 5 star attractions for enjoyment of living at its best (1)Penguin Room (2)Sky-Hy Room (3) Omar Cocktail Lounge (4) The Alcove (5)The New Coffee Shop. Outstandingly gay and attractive ...Guests enjoy all club facilities, including swimming pool...perfect location at 11th and Baltimore

22 Floors of  
Modern Comfort



**\$ 2.50**  
FROM WITH BATH

R. E. McEACHIN, Managing Director

**KANSAS CITY**

Direction-Southwest Hotels Incorporated - H. G. Manning - Founder

**GLOSSY INK**

GIVES a charming finish to your pen work. Sparkling shades, fine hair lines. Specially recommended for Card Writing.

**Glossy Black, 2 oz. bottle 40¢**  
**Glossy Brown, 2 oz. bottle 35¢**

Also **LET BLACK INK**, not glossy, an easy flowing writing ink that may be used for Ornamental and Flourishing as well. 2 oz. bottle 30¢. \$1.00 brings you the three bottles postpaid. Try them. Money back if not satisfied.

**C. N. BEGIN**

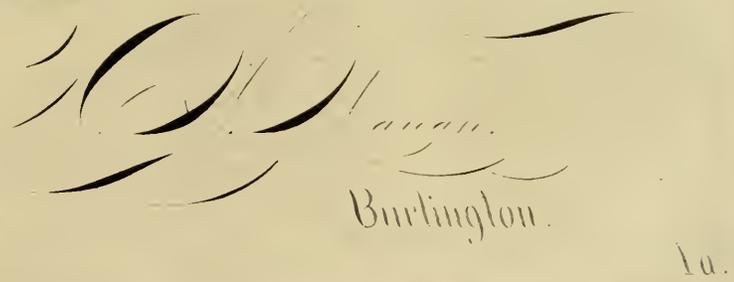
12 Mont Carmel Quebec, Canada

NEW ADDRESS

The New England Mutual Life Building, Policy Department, 501 Boylston Street, Boston, Mass., employs four fine penmen. They are Richard W. Long, Stanley M. Hurlow, Howard C. Rice and J. Arthur LaRoche. All four of these penmen except Mr. LaRoche attended the Zanerian College. Our readers are familiar with the work of all of these penmen. At least some of their work has appeared in our columns from time to time.

Mr. C. J. Costaras, 95 West Pearl Street, Nashua, New Hampshire, is an enthusiast of the lessons in the Educator. He writes a beautiful ornamental signature and his envelopes are always carefully addressed. He spends his spare time doing engrossing.

A photograph of an elaborate piece of engrossing has been received from Mr. Costaras, who has a very fine future ahead of him in the engrossing work.



\* 1602 Parkers Street

Burlington.

Va.

This envelope was addressed by A. D. Taylor and sent out by the Galveston Business College. It was very high class advertising and did much towards furthering the interests of fine penmanship. Few envelopes were ever written more skillfully or more beautifully.

# Freeman's Scientific Handwriting Scales

How Well Should A Pupil Write?

In Grade 1? In Grade 3?

In Grade 2? In Grades 4 to 9?

This is a question which teachers, pupils and school officials have been asking. Dr. Freeman, by measuring thousands of specimens of handwriting of pupils, has determined scientifically just how well the average child should write in each grade, and has prepared a handwriting scale for each grade from one to six and another scale of Grades 7, 8 and 9.

Scale three is shown herewith. It contains a satisfactory standard for grade three, as shown in the center of the scale. On the right is a specimen of handwriting which is very satisfactory for grade three, and on the left is shown a specimen of handwriting which is unsatisfactory for grade three.

These Handwriting Scales will be very helpful in testing the handwriting of your pupils. One of these Handwriting Scales should be in each classroom. Many schools are placing these scales in the hands of the pupils by purchasing a half dozen for each room. The cost is small when compared with results secured.



Size 8 $\frac{1}{2}$ x26

For Teachers and Pupils in Grades 1 to 8

|                                |        |                                           |        |
|--------------------------------|--------|-------------------------------------------|--------|
| Scale 1 for Grade 1, per dozen | \$1.92 | Scale 5 for Grade 5, per dozen            | \$1.92 |
| Scale 2 for Grade 2, per dozen | 1.92   | Scale 6 for Grade 6, per dozen            | 1.92   |
| Scale 3 for Grade 3, per dozen | 1.92   | Scale 7 for Grades 7, 8, and 9, per dozen | 1.92   |
| Scale 4 for Grade 4, per dozen | 1.92   | Single Copies, postpaid, each, net        | .20    |

## THE ZANER-BLOSER COMPANY

612 N. PARK STREET

COLUMBUS, OHIO

*Straight is the line of duty,  
Curved is the line of beauty,  
Follow the first and thou shalt see  
The other ever following thee.*

The beautiful poem was written by H. P. Behrensmeier, Quincy, Illinois. The cut was loaned to us by the Gem City Business College.

# The Educator

America's Only Handwriting Magazine

Vol. 48

COLUMBUS, OHIO, DECEMBER, 1942

No. 4

## CURES for Common School Ills

With malice toward none—realizing that even your best friends won't tell you—

We, the committee, humbly submit our cures for common, everyday, school ills.

No. 3

### TO FIT OR NOT TO FIT—

That is the question! Tommy enjoys chinning himself on a limb or bar during recess, but the prolonged ordeal of doing the same exercise on the top of his desk isn't conducive to better learning. As for Bill, his desk is many sizes too small. How many Tommies and Bills have you in your school? Or do you have a surplus of their classmate, Henry? Their desks may have been ideal in September, but have you forgotten about the "growthathon" they are staging?

Desks should range from small to large

sizes. Sitting on a fence swinging one's feet may be fun for a brief period, but have you ever tried it for the length of a school day? Poor little tots who might be made so comfortable with just a small wooden block for a foot rest!

### SHADES

Shades of night were falling, but let them fall evenly. Take an extra minute before leaving at night for a last look at your windows. It gives a much better impression of the teacher to see shades pulled evenly instead of the likeness of the "toothy" mouth of a jack-o-lantern.

### The Committee

Edith Becker

Mrs. Betty Anderson

Mrs. Mary McDevitt

Kathleen Mulryan

Margaret Sorenson

Marguerite Zimmer

Mildred Hulik

Courtesy of Lake County Board of Education, Waukegan, Illinois

### THE EDUCATOR

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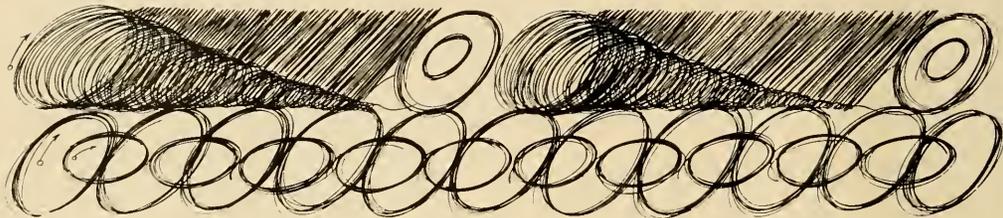
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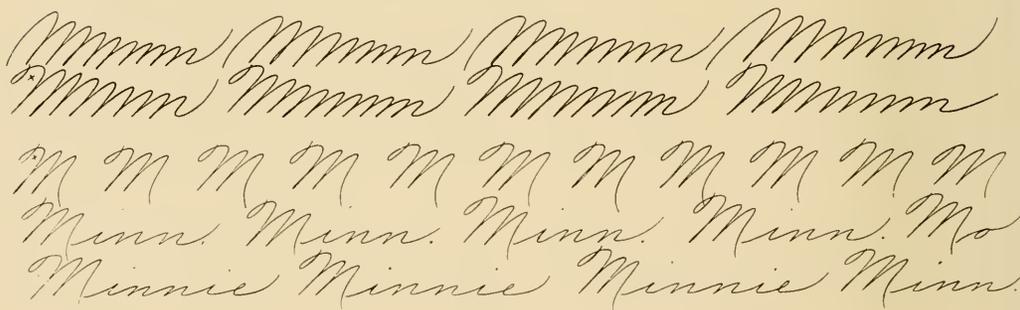
THE EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Wartime Business Penmanship

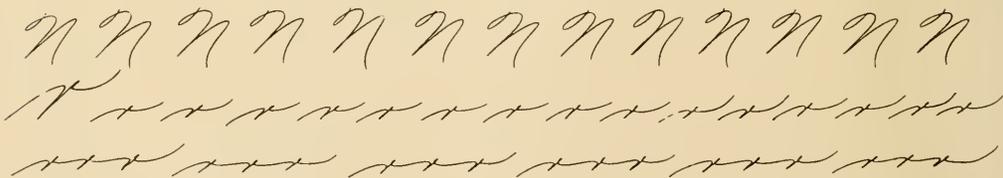
Everyone can use arm movement in all written work. The longer you continue to use excessive finger movement, the harder it is to change to free arm movement. The earlier you begin to use arm movement in all written work the sooner your writing will begin to improve. For the more you use arm movement the easier and more manageable and graceful it becomes. The written spelling lesson is a good place to begin to apply the arm movement after having started it during the formal drill in the writing lesson.



See that the elbows are near the corners of desk, and the holder pointing to shoulder. Sit erect and push paper from you on the desk, keeping it at the right angle.



After writing a few lines, stop and examine the forms carefully to see how well or how poorly you are making them. Now see how much better you can do it. "If at first you don't succeed, try, try again," is as good advice today as when it was spoken many years ago.



Aim at uniformity in height, slant, and spacing. Keep the down strokes just as light as the up strokes, and be sure to use no finger action. Next time watch the fingers and the arm, in order to determine how you write.

*arrow arrow arrow arrow ar*  
*Narrow Narrow Narrow Narrow*

Watch carefully the spacing between the down strokes and their slant. Keep the turns rounding and the angles sharp. Do not forget about position, either of the body, or of the hand, or of the paper. See that the elbows are near the corners of the desk and that both feet are on the floor.

*nine nine nine nine n*  
*mine mine mine mine*  
*inn inn inn inn in*  
*union union union union*

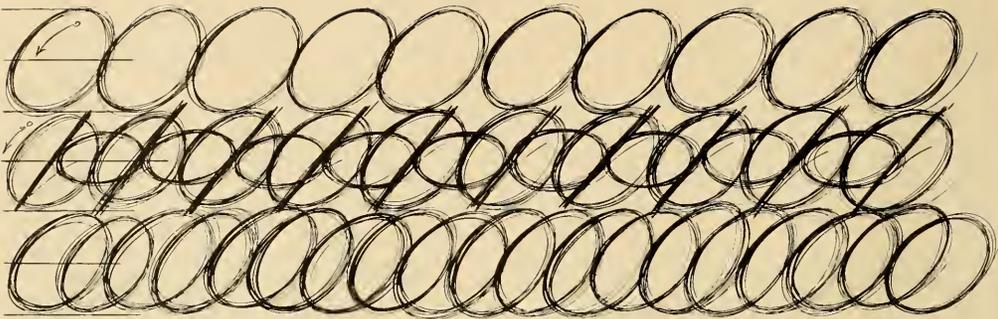
The wrist joint should not act excessively. Watch spacing carefully between the forms, and note carefully the slant.

*b b b b b b b b b b*  
*lhb lhb lhb lhb lhb lhb lhb lhb*

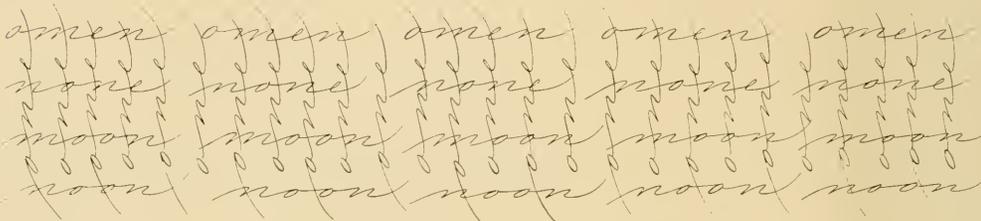
Pause between letters long enough to observe critically wherein you have failed and wherein you have succeeded; long enough to determine and resolve how to make the next one better.

*t t t t t t t t t t*  
*tune tune tune tune*  
*tent tent tent tent tent tent*

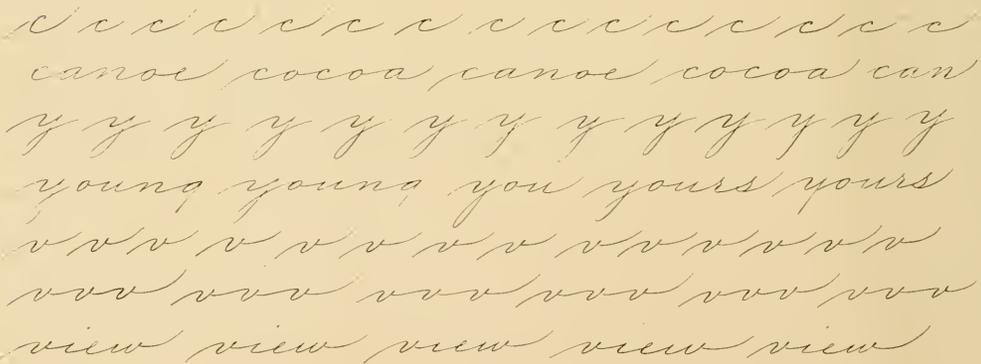
Be sure you have the correct position of the body, arms, hand, pen, and paper. Swing the hand gracefully and forcefully.



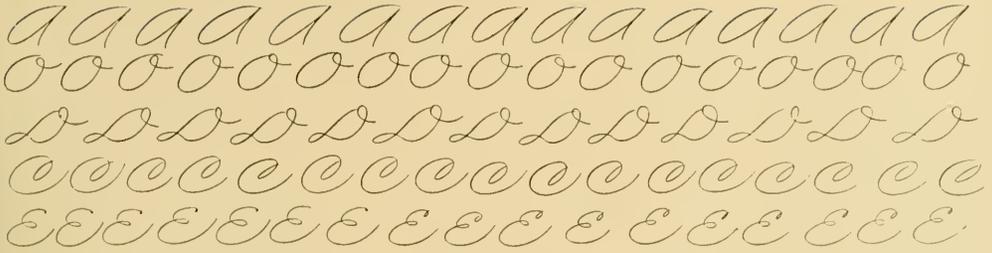
Watch position carefully, and see that it is healthful as well as efficient. That is, see that the body is erect, and that the hand, pen and paper are in the right position to do the work easily and well.



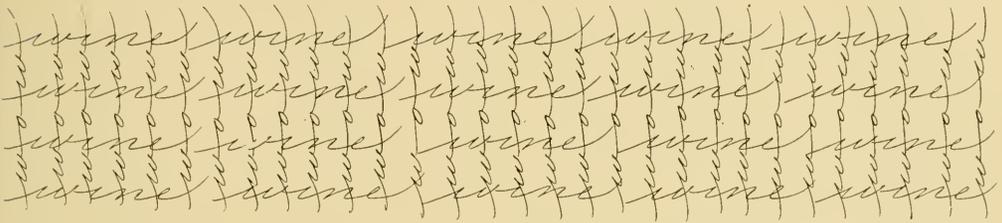
Be careful about the spacing between the forms, and also see that the down stroke is as light as the up stroke. Light, smooth lines are desirable.



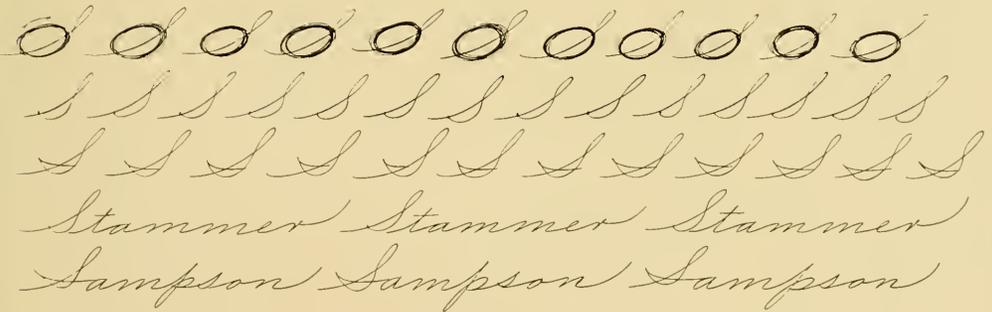
Make the down strokes no heavier than the up strokes, and be sure that the finger joints do not work to any great extent. The little finger need not slip as freely in making the down strokes as in making the up strokes. But it should slip freely from one letter to the other.



Start each capital freely but not recklessly or you will have difficulty in connecting successfully to the small letters, as it requires changing from a rolling to a gliding motion. Keep turns the same in fullness. Watchfulness of details is the secret of superior penmanship. And if you are careful of details in writing you will be careful with the details of other arts and acts. Keep the down strokes straight and the same in slant.



The coarseness of the pen, the quality of the paper, and the touch will all increase or diminish the number of letters that can be made across the page without blotting or blurring. Use only good materials.



Use the arm, not the fingers, and sit healthfully, watching the angle of the paper. Be patient and persevering.



A correct start is certainly a thing to be desired. Therefore do not begin until you have made sure of a healthful and efficient position. Next, study critically the copy to discover just what is desired, and how to produce it.

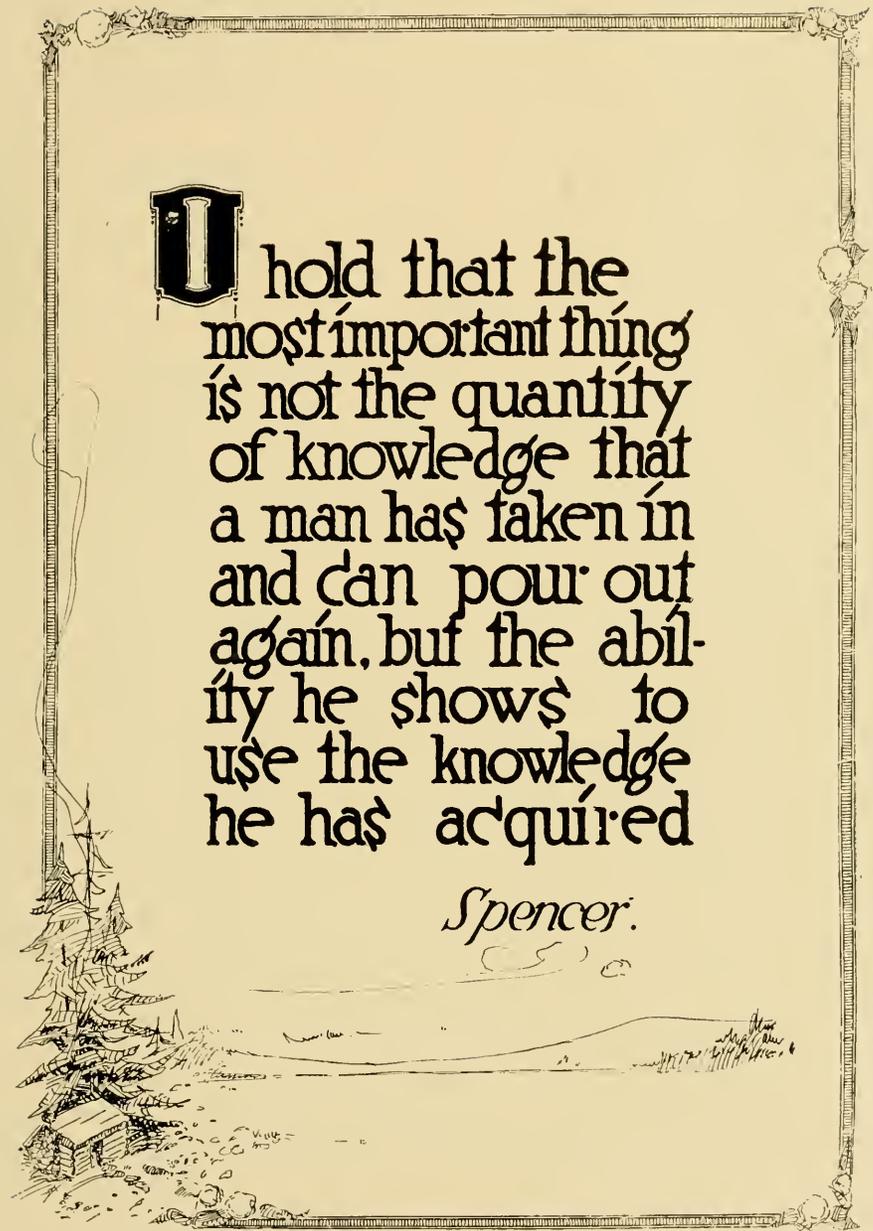
## ON CALL

| WANTED BY |            | PAPERS WANTED |                       | Del'd |
|-----------|------------|---------------|-----------------------|-------|
| Date      | Name       | Date          | Description           | Date  |
| 5/1       | Mr. Atlee  | 4/10          | Maloney letter        | 5/1   |
| 5/1       | Mr. Scherf | 4/12          | Major quotation       | 5/1   |
| 5/1       | Mr. Malley | 4/13          | J. C. Marden bill     | 5/1   |
| 5/1       | Mr. Atlee  | 3/20          | G. W. Butts letter    | 5/1   |
| 5/1       | Mr. Malley | 4/20          | M. F. Burns letter    |       |
| 5/2       | Mr. Atlee  | 4/20          | Walsh & Co. quot.     |       |
| 5/2       | Mr. Scherf | 4/25          | E. W. Byers Co prices | 5/2   |

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**U** hold that the most important thing is not the quantity of knowledge that a man has taken in and can pour out again, but the ability he shows to use the knowledge he has acquired

*Spencer.*

# PRESENT DAY HANDWRITING IN THE ELEMENTARY GRADES

(Chicago Course of Study)

Adequate motivation, both for the teacher and the pupil, requires a recognition of the value of handwriting in school and in life. While the use of the typewriter is being extended, both in business and in personal affairs, handwriting is still essential for many purposes, and is used as widely, if not more widely than ever. Legibility and reasonable ease and fluency are, therefore, necessary educational objectives.

## Fundamental Principles and Features of Method

The success of a method of teaching handwriting depends largely on securing the right relation between recognition of meaning and skill in execution. Some methods erroneously emphasize skill to the exclusion of meaning; others act on the assumption, that if the child recognizes the meaning of what he writes, the development of skill will take care of itself. Writing should have meaning to the child from the early stages of practice, but appropriate exercises to develop skill must also be employed.

Drill is essential in order that the same exercises may be written over and over again. Such drill, however, should be introduced only as the child recognizes the faults of his writing and his need for special practice.

The types of drill which are used should be as much like actual writing as possible. This means that letter drills should be emphasized more than the more formal types of drills, such as ovals, and push and pull exercises.

Most of the time of the writing period should be spent in practice by the child, and not in talking or in illustrative writing by the teacher. There should be just enough direction to make clear to the child what he should try to attain and the general methods which he should follow.

The work of the successive grades should be adjusted carefully to fit the stages of mental and physical development of the child. The details of this adjustment are brought out in the directions for the various grades.

There should be the closest correlation between the writing in the writing period and in the writing done in other subjects of instruction. Correlation should be carried out by introducing into the writing period practice on the specific problems which are met in the other subjects. The child's writing in the other peri-

**"One of the most accurate indices to a teacher's efficiency is the character of the papers and of the blackboard work that his pupils produce. The ability to train pupils to produce accurate written work is a fairly good index to the teacher's general capacity in habit-building."—Bagley.**

ods should also be checked up, so that he will take pains to write carefully on every occasion.

Practice will produce improvement only if the child recognizes his faults. This can be brought about by helping him to criticize his own writing. Criticism should be made specific and analytic. This child's attention should be directed toward one aspect at a time. The most important aspects of form are uniformity of alignment, uniformity of line, letter formation, quality of slant, and spacing. In addition, attention may occasionally be directed toward speed.

The most practical and reasonable type of movement to develop is the combined movement. In this movement the hand carries the pen across the page, and contributes to the formation of the longer strokes of the letters, while the fingers complete the details of the letters. Appropriate exercises to develop the sideward movement, and the development of correct position will insure development of this movement.

Ease and coordination, as well as smoothness in letter formation, will be induced by the use of rhythm in writing. Rhythm may be developed by using counting in a limited amount of practice. Various methods of counting may be used, such as numerical counting, descriptive counting, rhymes, and music. Counting should be used only with repetitions of the same letters, or with simple combinations of letters. The speed of counting should be carefully adjusted to the ability of the child of the particular grade.

Careful attention should be given to position from the time the child begins to write at the desk. The fundamentals of good position should be required, but a military type of rigidity should not be expected of the child. The fundamentals of good position are as follows:

The writer should face the desk squarely.

Both forearms should rest about equally on the desk.

The paper should be directly in front of the writer.

The paper should be tilted to the left about thirty degrees.

(In case of the left-handed writer the paper should be tilted to the right.)

The hand should be placed with the palm down so that the wrist does not slope more than forty-five degrees. The hand should rest on the nails, or the first joints of the third and fourth fingers.

The fingers should be comfortably curved and the penholder should be grasped lightly.

The forefingers should rest on the penholder below the thumb.

The pupils should sit in a reasonably erect position.

The instruction in writing should be individualized sufficiently to allow each pupil to progress at his own rate, and to attack the special problems which he finds in his own writing. General instructions and general principles may be given to the pupils according to the ability in handwriting.

There is much controversy concerning the treatment of the left-handed child. The safe procedure is to try to get each pupil to use his right hand in starting to write. If the child is very strongly left-handed in everything else, and appears to have great difficulty in writing with his right hand, and writes very poorly with his right hand, he should be allowed to use his left hand. In such a case, great care should be taken to see that he adopts the position for the left-handed writer, and slants his paper toward the right. The matter should be determined in the first grade, and changes should not be made beyond the second or third grade.

The teacher's writing has great influence on the writing of children. The teacher should take pains to write well on the blackboard, and to use the approved forms which are taught the children. The teacher should also demonstrate on the blackboard the method of making the letters and other features of execution, such as the rhythm of the movement.

Motivation in writing is general and specific. The sight of pleasing

forms, such as are furnished by good writing on the part of the teacher and by pleasing copies, is an incentive to the child to write a good form himself. In addition, certain specific motives may be used. The measurement of the individual's progress by means of scales and by comparison of one's writing at successive periods of time, stimulates effort. Individual and group competitions, with or without awards, are also effective, but they should be used in moderation, and care should be taken that they are so employed as to affect the poor writer who needs stimulation the most.

Mr. J. O. Phillips of Guthrie, Oklahoma, in one of his letters recently complimented the EDUCATOR highly on its cover page of last April. This cover page was made by W. Leroy Newark. Mr. Phillips was in the penmanship business years ago. He states that it was the penmanship of L. Madarasz which took him to Eastman, New York where he followed that famous penman in the office as a teacher and penman. Mr. Phillips is now 74 years of age, but still is interested in penmanship and writes a very beautiful and steady hand.

Mr. Charles Strahm, Waldo, Kan., who is working by correspondence on the Engrosser's Script is doing some excellent work.

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Be it Resolved by the  
**Republican State Committee**  
 of  
 Massachusetts  
 that Whereas —  
**Henry Cabot Lodge**  
 for more than a quarter of a century was distinguished by the Republican Party in Massachusetts as its leader and a never-failing source of inspiration and strength, a man singularly endowed by birth, education and experience to serve his state and country in high positions, who unselfishly used all of his endowments in such service so that he became, regardless of partisan affiliations, an outstanding representative at home and abroad of the best ideals of American Politics and Statesmanship.  
 Now, in testimony of our sense as a Committee and as individuals of the great loss sustained universally throughout the Commonwealth and the Nation, by the death of the Massachusetts Senior Senator, this resolution be spread upon its records and a copy thereof be transmitted to his family.  
 Unanimously adopted.  
 Boston, Massachusetts, December 30, 1924

Study the simplicity of this piece. Beginners are often inclined to overdo. Study the excellent script, the exquisite lettering, and the effective flourishes, made by The Martin Diploma Co., Boston, Mass.

# Handwriting Has A Priority Rating Today

By Mrs. Bonnie Stockebrand,  
Independence, Kansas

Today our country is at war. Our efforts and achievements of the past are being tested by their efficiency today. Our hopes and plans for the future depend upon how we concentrate on today. Many things aid and abet a war program. Our fighting forces are, of course, listed first and our defense workers a close second. All things must take their proper places in evaluation. Hence we have the essentials placed at the top of the list in ratings and the term we are using today is **priority**. Priority, according to Webster, means having first claim.

## WRITE THE SOLDIERS

Today, we find people, those high in command in the Armed Forces, and those left at home, pleading "Write to your family." "Keep close the home ties with letters." Writing is so essential today that it heads the list and if its value could be measured in material things, we would find "Writing has a high priority rating today."

## CHILDREN LIKE TO WRITE

Now let us talk about handwriting. It is well established that small children want to write. In situations where small children must be quiet, parents take advantage of the fascination of pencil or crayon and paper to accomplish this. From his older brothers, sisters or playmates, he gains the impression that on his first day at school he will be able to read and write.

## ENCOURAGE CHILDREN

Now his teacher knows he is not going to be able to write as well as he thinks he can, but she does not make him aware of this. Instead, she encourages him and tries to make him like handwriting. When he finds it necessary and has the urge, he will set down on paper the things for which he has need. In a few unfortunate cases, the teacher will adjust her glasses and decipher it if she can; if not, she thinks she knows about what he was thinking and about what he deserves for credit—and "whatever could change her mind?" To this teacher handwriting as a subject to be taught is a lot of waste time and motion. She thinks it should be incidental (accidental) and be allowed to take care of itself. This group of teachers would do well to check results and compare them with that of teachers who show a genuine interest in the teaching of handwriting. Businessmen and many

educators consider handwriting very important. I could quote you stories of business successes hinging on good handwriting, but I will not for I am talking to a group who recognize the importance of handwriting. Large business firms require applicants for positions to apply in their own handwriting. I feel you and I agree that "Handwriting should be taught by teachers trained to teach it."

## THE HANDWRITING PROGRAM

A good handwriting program is a simplified, easy to learn, easy to teach program. The entire subject matter is presented in twenty-six letters, made two ways—capitals and small letters,—all taught in the First Grade,—used a lifetime.

There are techniques, many and varied, which accomplish the desired results. So let us outline a proposed writing program.

### A.B.C's

"There should always be an adequate foundation on the fundamentals: reading, writing, and figuring."

Wiley A. Miller, Mgr.,  
Industrial Relations Dept.,  
The Fisk Rubber Co.,  
Cudahy, Wis.

## WRITING AIDS READING

In the first Grade, writing should aid and abet the Reading program. There are three methods of learning,—Visual, Auditory and Motor. Many times seeing and hearing a word is enough to place it in a child's reading vocabulary. But if he has a few "troublemaker" words that look different every time he sees them, then help him to write them, using the motor skill. It also works wonders with reversals. It helps a teacher discover the unit of perception, the direction from a given point he sees most clearly, and his ability to concentrate. It is a factual record of abilities.

## GOALS IN WRITING

Four things we hope to gain in writing:

- I. Purposeful writing.
- II. Freedom in the use of hand and arm.
- III. Use of writing materials.
- IV. Skill in writing—a certain dexterity.

## MANUSCRIPT WRITING

In primary grades I like to use print writing (manuscript). It is easy to do, it is composed of straight lines, it is vertical, it develops a pulled stroke toward the middle of the body, it has eliminated the difficulties of handedness. Considerable time is spent at the board before seat writing, encouraging the use of a free arm and affording rest from seat work.

## CHANGE TO CURSIVE

Dr. Freeman says: "The change from print to cursive should be made late enough to secure the advantages of manuscript writing as an initial style and early enough to minimize the difficulty of making the change. This can probably best be made in the second half of Grade Two." It is also to your advantage to take into consideration the children's eagerness to change.

## REFINING SKILLS

After the cursive style of letter has been established, it is well to keep it large. In the Third Grade, the proportion of letters remains about the same, two sizes—small letters one-half as large as the tall letters or capitals. Watch carefully all three grades that the children maintain a healthful position and freedom of movement. It is much better that writing be a period of joyous expression than a planned formal lesson. Good mental pictures, however come from studying good letter forms. Use your textbooks for study, admiration and imitation every day.

## STRESS EASE IN WRITING

The fourth grade marks the beginning of the period when pupils are able to develop a higher degree of skill. Take advantage of this drill for refinement and skill in letter forms, and increasing speed. Modern handwriting is done rapidly. If the pupil's handwriting in Junior High has deteriorated, it may be due to the fact that no emphasis has been placed on the teaching of handwriting, or he may have acquired careless habits. Show him that he has not lost his skill, that it has only slipped, and that he still has trained eyes. With a little work his handwriting can be reestablished. This is what the high schools and commercial teachers should be doing instead of having to start with the beginning and also break bad habits.

Let us then be done with fault finding, with bickering about letter forms, with various teaching techniques. Let us teach instead that writing should be easy to read, easy to do and rapid enough to get your work done.

**CORRELATE WRITING**

Teach the child to use writing in:

1. Organization of his thoughts as used in talks or written articles.
2. In study. (Motor skill is a very valuable aid.)
3. Memory work. (Skillful people depend on records rather than recall.)

**WRITING HELPS**

Our education is gained to a great extent in the sixteen years spent in classrooms, libraries and laboratories, all of which are based on lecture and written work.

**LIFE TIME USES**

Finally, that our goal as teachers of handwriting (and every teacher is), will be WRITING that is adequate for a student's needs, WRITING of which he may be justifiably proud, WRITING, that meets all needs of the tremendous load it must carry today.

**OBJECTIVES**

So, WRITING that is easy to read, easy to write, and satisfactory to the present day needs, shall go with our boys and girls, to the four corners of the earth, and shall keep for us the standards of the American way of life,—close family ties in a Nation of Democracy.

**TRI-STATE EDUCATORS HOLD FIRST WARTIME MEETING**

More than seven hundred business educators attended the first wartime meeting of Tri-State Commercial Educational Association at the William Penn Hotel at Pittsburgh, Pa. on November 6 and 7.

Soldiers stationed in Pittsburgh were guests at the Friday evening party held in the Urban Room. Dancing to Danny Nirella's orchestra and bridge playing were the two features of entertainment.

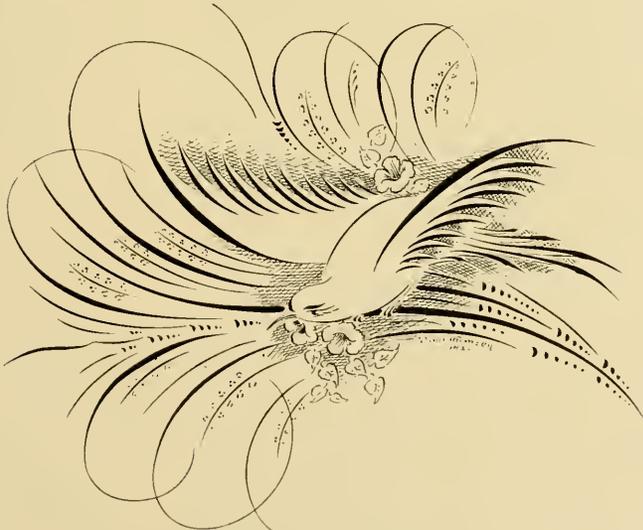
Appearing on the Saturday morning sectional programs were the following speakers: Professor Russell A. Dixon, University of Pittsburgh; Dr. B. Frank Kyker, Chief of Business Education Service, U. S. Office of Education; Earl P. Strong, U. S. Office of Education; Mr. McManus, Manager of U. S. Employment Service, Charleroi, Pa.; Dr. Harvey Andrus, President of Bloomsburg State Teachers College; Dr. J. Nelson

Mowis, Superintendent of Uniontown Public Schools. In the Salesmanship and Distributive Education section, Mr. Bishop Brown of the University of Pittsburgh led a panel discussion in which the following took part: Miss Irene Askue, Miss Gladys Nolan, and G. A. Palmer, Jr.

Officers elected for next fall's sectional meeting were: Consumer Education and Social Business, Chairman, H. G. Griffin; Vice Chairman, George Fisher; Bookkeeping and Clerical Practice, Chairman, Sister Mary Francesca; Vice Chairman, M. Costello Ressler; Salesmanship and Distributive Education, Co-Chairmen, Mary Follansbee and Harold W. Thomas; Secretary, Gertrude Hunter.

President Robert L. Fawcett presided at the luncheon which was held in the Ballroom at twelve-thirty on Saturday. Mr. Wiley of the War Production Board made an urgent appeal for typewriters to aid our Government during the war. Dr. William A. Irwin, National Educational Director of the American Institute of Banking, spoke on, "The War and Our Economy." He pointed out that this is not a war in the usual sense of the word, but a revolution of global scope that will break down completely our isolationist concept. Although dependent on other countries for certain commodities, with our vast resources we can still be the leading country of the world if we are able to control the ocean highways and the laboring forces.

*Buy*  
**WAR BONDS**



A handsome flourish by Paul Thomsen, 3917½ Flower Drive, Los Angeles, California.

# A Teacher's Prayer At An Air Raid Drill

We were journeying far into fairy-land  
That clear, crisp afternoon  
When out of the very walls themselves  
The air-raid signal zoomed.

Quick as a flash the youngsters rose  
To gather their ski suits and outer clothes  
Scurrying past me like angels in flight  
Conscious so young that they must do right  
Thirty little tots or more  
All huddled close on the classroom floor.

And as I picked my steps with care  
Over the children gathered there  
I straightened an elbow now and then  
Making more room for the "little men"  
But when I turned to take my place  
There by the side of my charges dear  
I stopped—for lo! down a little face  
Trickled a tiny, silvery tear.

I hurried to him as fast as I could  
And stooped and patted his head  
"You mustn't cry while I'm standing by  
No one will hurt you," I said,  
And he placed his hand inside my own  
And snuggled close to my knee  
And quickly brushed the tears from his eyes  
In the hope that his pals couldn't see.

It only lasted a moment or so  
And then—his fear withdrew  
For out of his large, blue, deep-set eyes

The trace of a smile shone through  
I raised myself slowly and moved along  
Till I reached my own desk chair  
And there with my head bowed very low  
I offered this little prayer.

"Dear Lord," I said, "if the day should come  
When a 'drill' is no longer in place  
But cruel, grim reality  
Is meeting us face to face,  
Give me the courage to stand by this group  
To be mother and friend to them all  
To shelter and comfort them one by one  
And make all their troubles seem small.

"Let me, Dear Lord, be worthy I pray  
Of the confidence shown in me today  
That the faith and trust of that little lad  
Be counted among the joys I have had.  
Spare my life, Dear Lord, I implore  
To see them all safely at their homes  
once more  
And then, should the summons of Death come from Thee  
Dear Lord in Heaven, have mercy on me!"

—Gertrude R. Arnheiter,  
Feb. 21, 1942. Harrison, N. J.

## PROJECT

By a Sixth Grade Teacher

We have been using a plan to make the handwriting interesting for our sixth grade boys and girls. Most magazines have advertisements for circulars and information on visiting interesting parts of our country—the Rocky Mountains, Grand Canyon, the Yellow Stone National Park, etc., are common examples. Since we are ready to take up the discussion of the western section of the U. S., each child writes to a different company for literature and information. The letters are carefully composed and checked before they are mailed. This gives them interesting training in letter writing and the penmanship must be carefully done before it is allowed to be mailed. The children like the idea of writing real letters and receiving real mail at home.

We collect much information not found in geography books and beautifully illustrated booklets help in our penmanship project. The pupils make up different booklets regarding the various imaginary trips that they take to the Rockies, etc. The students collect all of the material that

they can about the various places. This requires reading different books and the use of encyclopedias and books of reference. Some very worthwhile booklets have been turned in showing that the pupils derived a lot of benefit from the projects, acquiring more skill in handwriting and considerable knowledge of our good old U. S. A.

## HANDWRITTEN APPLICATIONS

"It is surprising to find such a large number of young applicants for employment write so illegibly that their applications are either rejected or, if considered, are accepted only as a last resort. It has also been our experience that a fair number of otherwise desirable junior employees cannot figure simple percentages and do other rather simple mathematical problems accurately.

"We believe the schools should emphasize more the importance of cooperation between employees, and between employer and employees. An employee with the right attitude toward the employer, the ability and the willingness to learn a variety of jobs, is most valuable.

"An increasing number of schools now provide vocational guidance both before and after the students enter High School. This work should be extended and more intensive work done in the schools that now offer vocational guidance. Even advice on how to look for the right job and not 'just any job' would be very helpful to most beginners.

"The Commercial High Schools in some communities, we believe, can better prepare their students for business by providing more teachers, better trained to conduct smaller classes."—Industrial Relations Counselor of a large Chemical Manufacturing Company.

## SOME PEOPLE CONSTANTLY FIND FAULT

No thing has ever yet been done  
To please all people, quite,  
E'en though a thing is perfect, yet  
Some say it isn't right;  
Some people constantly find fault  
No matter what you do  
And, though the fault is small, indeed,  
They throw it up to you;  
They magnify a small defect  
And thus make it appear  
As if it were a grievous wrong,  
If truth were told right here,  
They've done far worse. It's often true  
Who finds a fault—he Has it too.

## Individual Help for Student Hands!

Here's the secret of progress in penmanship: A writing point that suits each pupil's natural inclinations! And this is where Esterbrook offers individual help. For no other pen-maker produces so wide a variety of point styles! You can equip each pupil with his or her particular number—saving fatigue, increasing speed, improving legibility!

THE ESTERBROOK PEN COMPANY  
62 Cooper Street, Camden, N. J.

# Esterbrook



WE'VE GOT YOUR NUMBER!

**WHAT SHOULD ONE DO BUT JUST PUSH ON**

Who will not Fight, He Cannot Win  
 What can one do but just go on  
 And do one's very best?  
 If trials are a part of life  
 And we but stand the test  
 And rise triumphant o'er what seems  
 To ever hold us down,  
 Then may we yet fulfill our dreams  
 And wear the victor's crown;  
 Who will not fight, he cannot win,  
 A weakening in the strife  
 For, from the time we first begin  
 To very end of life  
 Life is a struggle, one grows strong  
 By conquering what e'er is wrong.

**Great Difference 'Twixt Mind and Mind**

What should one do but push ahead?  
 Life's battle may be hard,  
 Then, thank the fates that it is so,  
 What e'er seems to retard  
 But makes one stronger in the end;  
 If you but make the fight  
 And conquer fate you thus ascend  
 Your pathway towards the height;  
 We grow up struggling, he who sits  
 In idleness can't grow,  
 We learn by using all our wits  
 And, though we little know,  
 The wisest of us, still we find  
 Great difference 'twixt mind and mind.

**If Trouble Comes, It Soon Is Gone**

What can one do but just push on?  
 And do the best one can?  
 If troubles come, they soon are gone,  
 Who strives to be a man  
 Will find some way to reach the end  
 The goal he has in view,  
 Nor need he waste time to defend  
 His character, if true;  
 What thinks the world? Of small account  
 Compared with one's own thought,  
 Be true to self and you will mount  
 To spheres to which you ought,  
 Who struggles most will most ascend  
 And sooner reach the destined end.  
 G. H. Lockwood.

**PEIRCE SCHOOL**

For the first time in sixty years the Philadelphia Peirce School graduation formalities will be held this season in conjunction with the ceremonies of Founder's Day, on the evening of December 12 at the Bellevue-Stratford. This commemorates the 105th birthday anniversary of the school's originator, Dr. Thomas May Peirce, who started the institution in 1865 in the Handel and Haydn Hall, 8th and Spring Garden streets. The Founder's Day event is under the auspices of the Peirce Alumni Association, which at the same time will

be marking its own fiftieth anniversary.

Since 1882 graduation exercises have occurred annually in the Academy of Music and the international fame of the men who addressed the graduates made these occasions features of Philadelphia civic life. Four ex-Presidents of the United States have been among the orators and others who spoke were leaders in the professions, industry and diplomacy.

This year those of the several hundred graduates listed who will be able to attend the Founder's Day dinner, will do so as the guests of the Alumni and will take part in the simplified ceremonies which have been planned. There will be short addresses by the school's administra-

tive executive, Thomas May Peirce, Jr., son of the founder and by the dean, John A. Luman. The latter will employ the time-honored single diploma presentation, to symbolize the scholastic rewards made to the class members present. This will be followed by a reception, entertainment and dance.

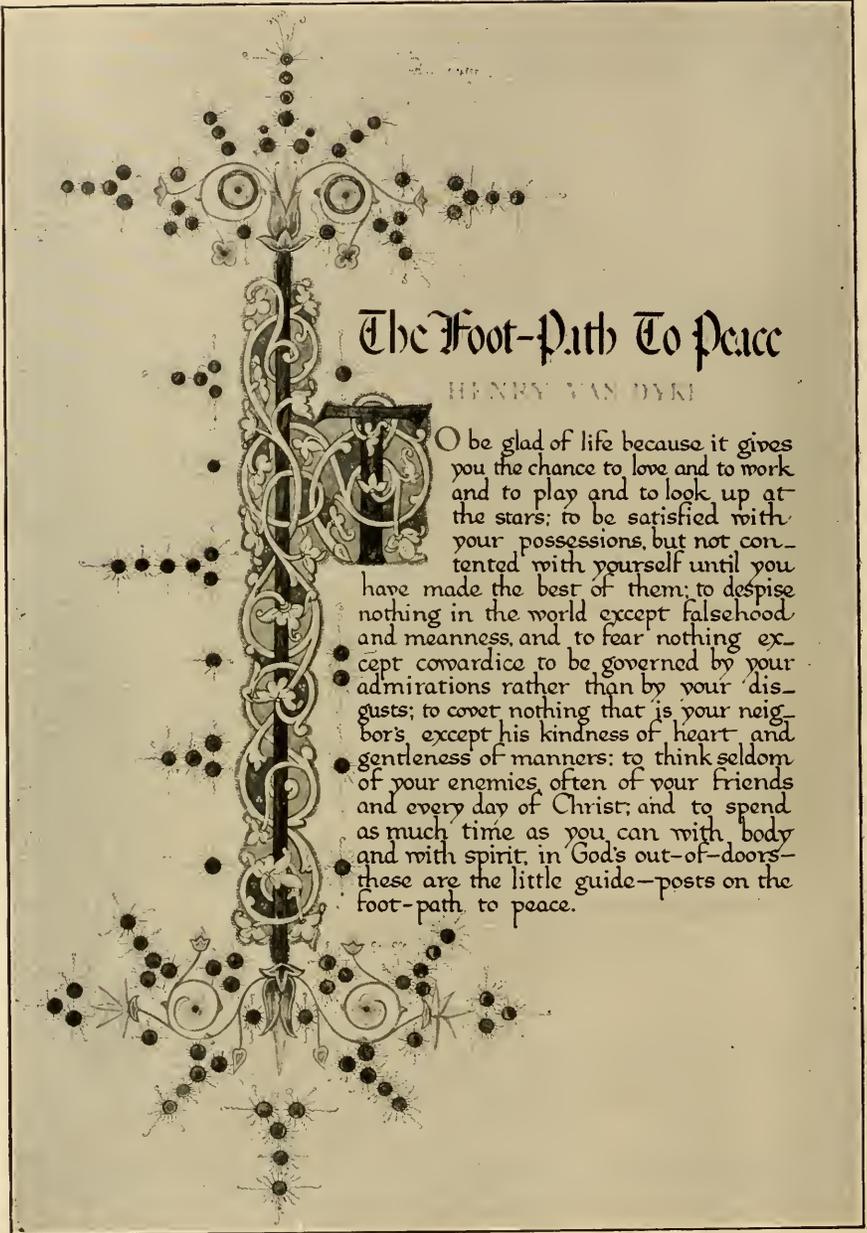
Other members of the family of Dr. Peirce, who will take part in the combined Founder's Day exercises and graduation ceremonies will be the school principal, Miss Mary B. Peirce, daughter of the founder and two grandchildren, Miss Ann B. Peirce, currently a teacher of shorthand at the school, and Lieut. Thomas May Peirce, 3rd, of the U. S. Naval Reserves.

**DEVELOPED AND ADOPTED BY**  
**Voss's Regimental Band**  
 OF NEWARK, N. J.  
 MAY 3, 1909  
 ON THE DEATH OF  
**THEIR ESTEEMED AND HONORED LEADER**  
**FREDERICK B. VOSS**  
**DR. VOSS** WAS **AN** **ACCURATE, PAINSTAKING AND**  
**HELD IN THE HIGHEST ESTEEM AND BELOVED BY ALL WHO KNEW HIM, BUT BY NONE BETTER THAN THOSE WHO WERE ASSOCIATED WITH HIM AS MEMBERS OF HIS BAND.** **FAITHFUL, AND ALWAYS SEEMED TO HIM THAT HIS TIME AND EFFORTS BELONGED TO HIS BAND, AND HE GAVE IT UNSPARINGLY EVEN WHEN THE WEIGHT OF YEARS BORE HEAVILY UPON HIM.**

**His life was a series of honest, noble and unselfish acts.**

**PROMPTED BY THE HIGHEST MOTIVES AND EXECUTED THROUGH THE INSTRUMENT OF A COMMANDING INTELLECT. A MUSICAL CAREER MUST EVER STAND AS AN EXAMPLE OF SUCCESS WON BY INDUSTRY AND JOINED BY UNUSUAL ABILITY AND SHOULD BE AN INSPIRATION TO EVERY MEMBER OF THE PROFESSION ESPECIALLY TO THOSE WHO HAVE UNDERTAKEN TO CARRY ON THE GOOD WORK WHICH MARKED HIS MANY SUCCESSFUL YEARS AS BAND MASTER.**

**His bereaved family are extended** **OUR DEEPEST HEARTFEST SYMPATHY**



# The Foot-Path To Peace

HENRY VAN DYKE

O be glad of life because it gives you the chance to love and to work and to play and to look up at the stars; to be satisfied with your possessions, but not contented with yourself until you have made the best of them; to despise nothing in the world except falsehood and meanness, and to fear nothing except cowardice to be governed by your admirations rather than by your disgusts; to covet nothing that is your neighbor's, except his kindness of heart and gentleness of manners; to think seldom of your enemies, often of your friends and every day of Christ; and to spend as much time as you can with body and with spirit, in God's out-of-doors—these are the little guide-posts on the foot-path to peace.

# A Course in Ornamental Penmanship

Follow This Course and Improve Your Skill in Business Penmanship

Time spent on ornamental penmanship is time well spent, for skill in ornamental penmanship helps one in acquiring skill in business writing. It cultivates a light touch and gives more force and freedom to the movement and line. It refines the shapes of the letters and gives one more confidence in his own ability to write freely and easily. Every teacher can profitably devote some of his spare time to practicing ornamental penmanship.

*pump lump bump hump kind*  
*aqua equal quince squall squalling*  
*right light tight blight flight*  
*vill till still hull bill hili hilling*

At this time of the year, everyone likes to receive greeting cards gotten up in fine ornamental penmanship. At least, one can make his greetings more attractive by writing the address in ornamental penmanship.

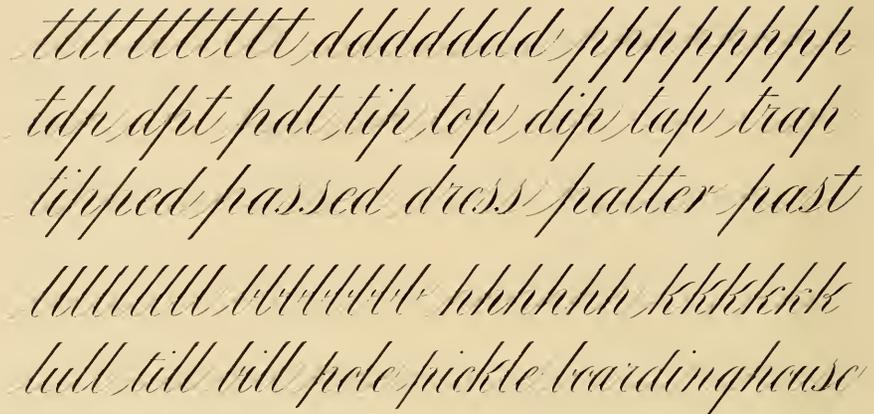
The average person appreciates ornamental penmanship. Students delight in seeing their names written in ornamental penmanship. It creates confidence in the minds of the pupils when the teacher is able to write a skillful ornamental hand. The student likes to think of his teacher as being able to handle anything in her subject. She should know more than just what occurs in the daily lesson.

*SSSS*    *SSSS*    *SSSS*  
*SSSS*    *SSSS*    *SSSS*  
*SSSS*    *SSSS*    *SSSS*

Ornamental penmanship is a fine art and should not be confused with plain business writing for business purposes. It is fine for decorative work and has many uses. Those who like individuality can get plenty of it by studying ornamental penmanship. If you desire to get a little more satisfaction and pleasure out of life than mere dollars and cents, get your oblique and work on these lessons. Write the entire copy then practice on the parts individually with which you have special difficulty.

Ornamental writing is more of a fine art than business writing and therefore does not necessarily require the same amount of speed as that used in business writing. It is proper therefore to write a little slower in ornamental penmanship than in business writing, and to raise the pen oftener. In order to add beauty and accuracy, a little speed may be sacrificed. However, ornamental writing can be written quite speedily and, at the same time, attractively.

# Lessons in Script



Roundhand is one of the oldest styles of penmanship in extensive use today. It is a style which has been used by engrossers for hundreds of years, and will, no doubt, be in existence many hundreds of years hence. At least, it is a very practical, usable style today. It is used by engrossers on many pieces of work. Dates on diplomas are usually written in script.

The ability to write script gives one a better command of the pen, and naturally gives one more skill in handling business writing.

Each letter and individual part of the letter should be studied and practiced alone. Make line after line of each letter. Practice each letter in some simple word. It is well also to practice the joining of different letters to the letter you are practicing.

It takes a heap of skill to make each down stroke uniform and a mite of patience to hit the head and base lines each time. To acquire skill and steady nerves requires practice, practice and more practice. No one is ever born with the ability to write beautiful script. It is an acquired art. Whether everyone could master a high degree of skill and script might be a question, but there is no question that the person who does acquire a high degree of skill must do a large amount of intelligent study and practice. You can "get there" if you will.

*Our President's Handwriting.*

*Read his two messages!*

*Examine his penmanship.*

**CHRISTMAS GREETINGS**

This year, as in all years of war and strife, Christmas brings mingled cheer to some and sadness to others—cheer for the joys and privileges which we enjoy, and sadness for the suffering and misery endured by the unfortunate part of the world which has not yet been set free.

Christmas causes us to pause and reflect upon its significance. The days have been dark and forboding during past months, but Christmas ushers in new hope and new determination to fight for those principles which will allow all men to worship, work and live as free men.

When we stop to consider the millions of people springing at each others' throats in war, we realize how far we are from having a real enduring Christmas spirit. Let us hope that real progress is being made towards permanent peace. In the meantime let us be thankful for the return of Christmas with its spirit of gayety and good cheer.

The holiday season means much to penmen and it offers them an excellent outlet for their handiwork. Every penman can add much to the Christmas spirit and the morale of our boys away from home by making as many greeting cards as possible

in beautiful penwork all decorated in colors and ornament.

Who does not thrill at the sight of a beautiful hand-made greeting card? The boys on the fighting front greatly appreciate them, even if the details are not so accurate, so long as the Christmas spirit is there. Let us do as one of our local boys, now a national hero (Eddie Rickenbacker) suggests, try to follow the **Golden Rule** under all conditions.

Thanks for all your cards and greetings.

The Editor.

**Army Office Training—What Everybody Should Know About Army Organization, Administration, and Clerical Procedures**, by M. Allison. The Gregg Publishing Company—October, 1942. (92 pages.)

This timely publication gives authoritative information on the vast business called Army Administration; and on correspondence, reports, filing, and other clerical practices that grow out of it. The comprehensive information on induction, Army organization, administration, and procedures should be of interest and value to everyone. The book's use as a text could be in classes giving preinduction training for the potential clerical worker of the Army, and in classes for those seeking Army orientation prior to induction. The purpose of the material obviously is to reduce the Army "processing" that follows induction—a goal which, when achieved, manifestly becomes an educational contribution to the war effort.

**YOUR SIGNATURE**

"To the Editor of the Post:

"Sir—As a business executive I sign a great many letters a day. It has been suggested by persons claiming my signature to be undecipherable that I have my name typed in parentheses underneath. Would this be correct?"

If your name and office of the company are printed on the letterhead, this is not necessary. If not, in the case of an illegible script, the name may be typed, as you suggest, under the signature.

The above was clipped from the Post. Most of our readers will be amused at the answer given to this question by the Post: Why do some businessmen neglect such a simple thing as handwriting? Why do they inconvenience their friends and customers by writing illegibly? Everyone owes it to the public to be able to write a signature which is legible. If one does not have the ability to write legibly and will not take the time to learn, resorting to typing his name under the signature is a necessity. Good etiquette and good business practice demand legible signatures.



From E. L. Brown

# A Lesson In Print To Script Writing

Jane Jenkins

Good Morning, Girls and Boys. How many of you like to play games? Perhaps you would like to tell me some of the games you like best. Yes, John, football is a very nice game. Bonnie, what do you like to play? I am sure all the girls like to play school. Since you like to play so many nice games, I am sure you will like the new writing game we are going to play today. I am going to the blackboard and write two words. As I write the words I am going to play a game with the letters. The big W will be a football letter because it is made with four downs, and the little "e" is a ball with a line through the middle and a hole in its side. In writing the "e" I make a little line like this—(From left to right.)—I take the chalk off the blackboard—put it back at the end of the little line and wind a ball around it—leaving a little hole in the right side of the ball—like this. (Teacher writes). Now I shall write the word We, for you.

Our next word is play. Let us play a circus game as we write the word play. We shall call the first and last letters clown letters because they sit on the line with the other letters but let their feet hang down. The second letter is a giant letter because he is two spaces tall and the little "a" is a ball with a line beside it. Now help me write it in the air.



We play

house.

Open your Practice Books to Page 11. Fold the cover back so that your book does not take up too much room on your desk. Who would like to read the story on Page 11? James, place your finger on the word play, the word house, the word We. Frame the words We play. Play that the finger is a pencil—trace over the words "We play". Who would like to write it on the blackboard for us? Fred, you may write it for us. That was a very good job. Alice, you may write it also. I like your writing very much. Tomorrow we will all get a chance to write it on the blackboard.

## TUESDAY

Yesterday, Alice and Fred did a good job writing "We play" on the blackboard. Today we are all going to write it on the blackboard. Are you all happy? Row One and Row Two take your places at the blackboard. The rest of the girls and boys may be my helpers. Do you have a half-length of chalk and an eraser? Watch me write "We play". I will erase and you write it. You may go to your seats and write it while Row Three and Row Four write at the blackboard. Row Three and Row Four did nice work at the blackboard. You may now write at your seats while Row Five and Row Six write at the blackboard.

## WEDNESDAY

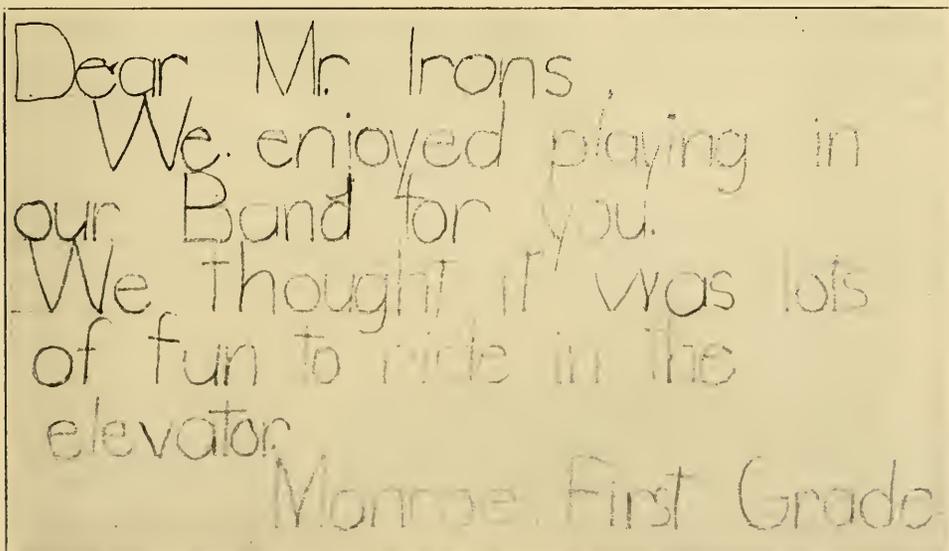
Children, today we are going to write a game that the girls like. Watch me write it at the blackboard. (Teacher writes) **We play house.** Take your Practice Books. Turn to Page 11. Practice with the tip of the finger over the story. Now close your Practice Books. Put them in your desks. Look at my story on the blackboard. I am going to erase the word **We.** Write the word on your papers. Take a look at the word **play.** Place your finger on the paper after the word **We.** As soon as I erase the word **play** write it. Measure with your finger and write the word **house.** (The space between words is the width of the finger or letter **o**). Hold your papers up under your chins so that I may see your story. I like your writing very much. Write the words **We play** again. Pencils down. Would the boys like to tell us a game that they like to play. Geoffrey. "I like to play ball." (Teacher writes ball on the blackboard, children watching). Add the word **ball** to your story, children. Now we have two stories on our papers. Suppose you quietly get your crayons out of your desk and draw a picture of a house and a ball at the bottom of your papers and we shall put the papers up on the bulletin board.

## THURSDAY

Today we are going to write a number of games that it is fun to play. The teacher goes to the blackboard and writes: **We play house.** Children then write it on their papers measuring with the tip of the finger between each word. Next write **We play ball.** Name some other games. As the names are given by the pupils teacher writes them on the blackboard. Children, select the words you like and complete a page of writing, starting each sentence with **We play.** Some of the sentences will be: **We play tag. We play football.**

## FRIDAY

Children, today we are going to write in our Practice Books. First write **We play house** on the sheet of paper which I have given you. Let me see your story. Now open your Practice Books. Write **We.** Hold your books up under your chins so that I may see them. Books down in the middle of the desk. Measure with your finger and write **play.** Measure with your finger and write **house.** Hold your books up so that I may see your work before you write it the second time. (Repeat the above procedure for the second writing and the third. Where this procedure is used we are able to make a splendid record each week.)

A photograph of a handwritten note on lined paper. The text is written in a child's cursive script. The note is addressed to Mr. Irons and expresses enjoyment of playing in a band. The sender is identified as Monroe, First Grade.

Dear Mr. Irons,  
We enjoyed playing in  
our Band for you.  
We thought it was lots  
of fun to ride in the  
elevator.  
Monroe, First Grade

The above specimen was written by a first grade pupil in the Public Schools of Mason City, Iowa. Mrs. Stoner, the teacher, encourages her pupils to write about their experiences in all the school activities.

# 'Tis Hope They Need

'Tis work that makes men well content  
 In home fire's cheerful glow;  
 And when no work can ere be found  
 This joy can never flow.  
 But give to men when they grow old,  
 And come to close of day,  
 Some way to live with hope reborn  
 To cheer them on their way.

This is the fifth of six verses from a poem composed by J. Buell Shahan, Elkins, W. Va. It has been published in a volume entitled "Poems of Life". The Ornamental writing and roundhand body make an interesting medium for such verse. Give it a trial some day. In addition to being a composer, Mr. Shahan is an excellent penman.

The Script is by P. Z. Blosser. (To be continued.)



of my favorite pens and your name with a beautiful flourished bird on a card. Write today.

**T. M. TEVIS**

Box 25-C

Chillicothe, Mo.

## Diplomas and Certificates

Booklet or Sheet Form—Artistic Designs—Attractive Covers—Leather and Imitation. Diploma Filing a Specialty. Send for Samples and Quotations.

Best Quality—Lowest Cost  
**HOWARD & BROWN**  
 ROCKLAND MAINE

## The McGhee Studio

Makers and designers of  
**FINE DIPLOMAS**

Estimates furnished

143 East State Street  
 Trenton, N. J.

# FAMOUS LETTERS

*Lower Union, O., Feb. 24, 1900*

*Mr. Burton Q. Reynolds,*

*Zanesville, N.C.*

*Dear Sir,*

*Your favor of the 13th inst is at hand and in this you see a specimen of Simplified Penmanship, such as is being taught and used in many leading business institutions.*

*The world is today demanding plainer writing, speedier writing, and easier writing. It also demands a style more easily acquired than those based upon beauty or skill.*

*While beauty is desirable, yet, in writing that is intended to convey thought, it should be that kind of beauty which is based upon neatness and simplicity, rather than upon intricacy or skill.*

*Very truly yours,*

*H. E. Graham, Jr.*

*5678 Xenia Ave.*

This plate first appeared in "Zanerian Script Alphabet", a book now out of print. It shows a style which was known as **Simplified Penmanship**. There are many advantages in simplifying your style of writing. Notice the round, plain, clear letters. We caution you not to make your writing too simple or it may become confusing. In many cases one can eliminate unnecessary flourishes. This specimen will at least be interesting and worthy of your careful consideration.



PRACTICAL LETTERING

Practice the individual strokes or parts of letters first. From them, all letters can be made and many various styles by simply combining them and making slight modifications.

The strokes are numbered in the order in which they should be made.

Use speedball or similar pens. A good grade of ink and paper is necessary. Learn by experimenting how much ink to use. Too much ink will cause blots and too little ink will produce thin, weak spots.

First study each letter, then practice it carefully. Compare your results with the copy, then try again. Always strive to improve. Be careful and neat and you will become a good workman.



This plate was loaned to us by G. H. Lockwood, Kalamazoo, Michigan, for which we owe him our thanks.

Specimens of rare beauty.  
Page of combinations of your name.  
Complete alphabet - Doz assorted cards -  
all for \$1.00

Box 1028 Proctor Minn.  
TESTIMONIALS FROM COAST TO COAST

Buford S. Cross of Cacapon, West Virginia, is an ornamental writer of unusual ability. His work is accurate and dashy.

New Theory of Mathematics

Infallible for accuracy. Unequaled for speed. Solves all problems in Arithmetic in 1/10 the usual time and 1/10 the usual effort. Postpaid \$1.00. Worth a hundred.

Arith-Magic

Dept. 20 Oak Park, Ill.



Write for our new Free Book, "How to Become a Good Penman." Enclose 10c for a Professional Pen Point and your name beautifully written. Write today.  
THE TAMBLYN SCHOOL  
438 Ridge Building  
Kansas City, Mo.

Melvin H. Leib, 210 Condon Ave., Buffalo, N. Y., is having a lot of fun with his oblique penholder, and is turning out some fine specimens of ornamental penmanship, roundhand, etc. Some very attractive specimens have been received from him.

# STYLES

*Style today in handwriting is too fluid a thing to be static. Style keeps changing even as it is being created.*

*It should be more like a rhythmic strain of music than a rigidly styled pattern. As music appeals to the ear so must handwriting be pleasing to the eye.*

*Handwriting must of necessity be a very practical, usable style to meet the needs of our schools, the business man, and the practical practitioner.*

*Publishers and teachers should see to it that we have a plain, universal style of handwriting to study and practice, and upon which an individual, characteristic style may be acquired to meet the needs of our varied lines of work in America.* 



# From A To Z in Ornamental Penmanship

By

*H. L. Darnes*

*Keep letters on distinct arches and a line of progress.*

*Use a secure slant, light lines and bold shades.*

*Maintain uniformity in slant of upward flight.*



## TRY "STRAHM" OBLIQUE PENHOLDERS HAND MADE

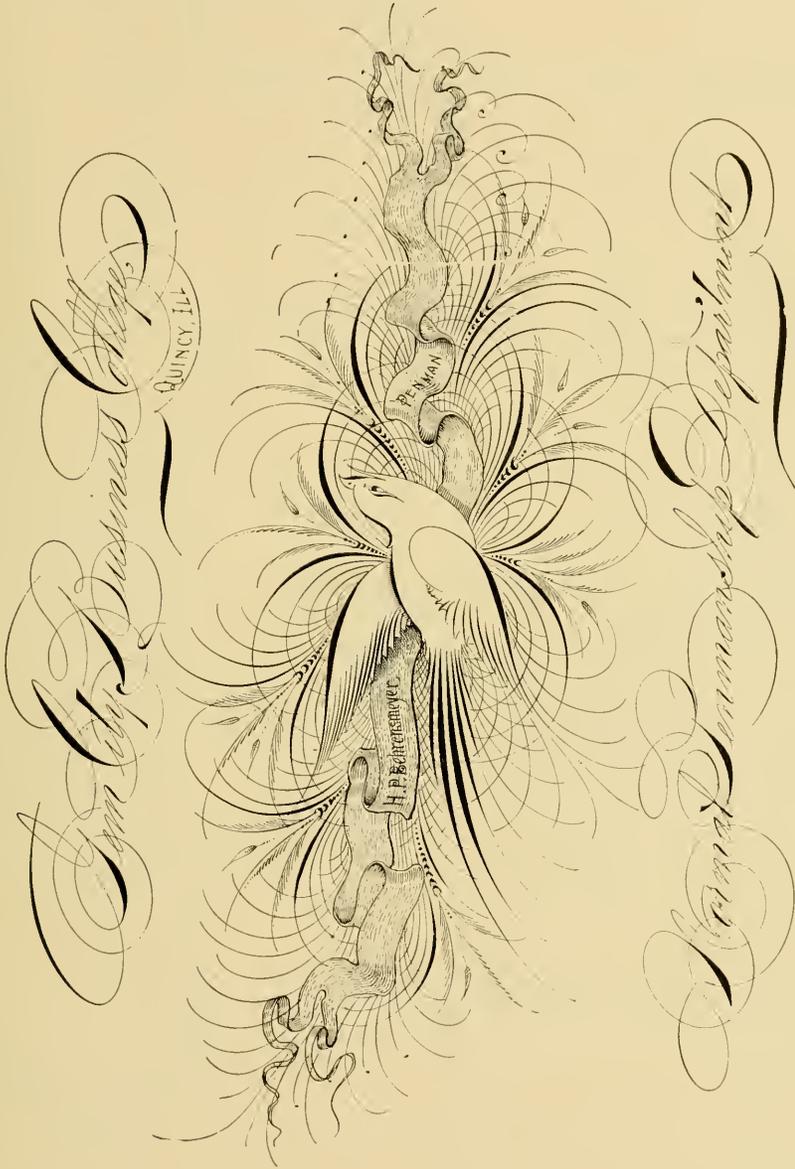
These oblique penholders are made to fit the hand, clips properly slanted and adjusted, and serve best for writing all kinds of high grade scripts. Write for FREE CIRCULARS and read what penmen say. Prices reasonable—satisfaction fully guaranteed. Address **F. L. TOWER, 601 West Pleasant Street, Hammonton, N. J.**

Spend your spare time on  
Penmanship and your spare  
money in War Bonds.

## EDWARD C. MILLS

Script Specialists for Engraving Purposes  
P. O. Drawer 982 Rochester, N. Y.

The finest script obtainable for model illustrations for bookkeeping texts, business forms; works on correspondence, arithmetic, and for readers, spellers, etc. By appointment only.



This plate was loaned to us by D. L. Musselman of the Gen. City Business College. It is the product of H. P. Behrensmeier, well known and loved by the members of the penmanship profession.

A  
PERFECT  
PENCIL



A  
PERFECT  
GIFT  
for  
XMAS

# ZANER-BLOSER

## *pencil*

Christmas Special Order Blank for  
The Zaner-Bloser Finger Fitting Pencil

The Zaner-Bloser Co.,  
612 N. Park St., Columbus, Ohio

Please send me..... Zaner-Bloser "finger fitting" Parker-made  
Quantity

Pencil at the special low price of \$2.50, postpaid.

Check color wanted

- Mottled Blue & White
- Black
- Modernistic Blue & White

Check color wanted

- Pearl Green
- Pearl Black

Check clip or ring  
wanted

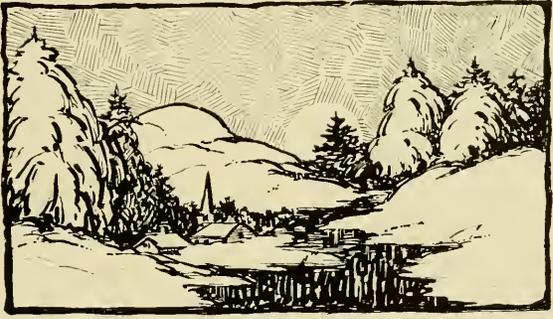
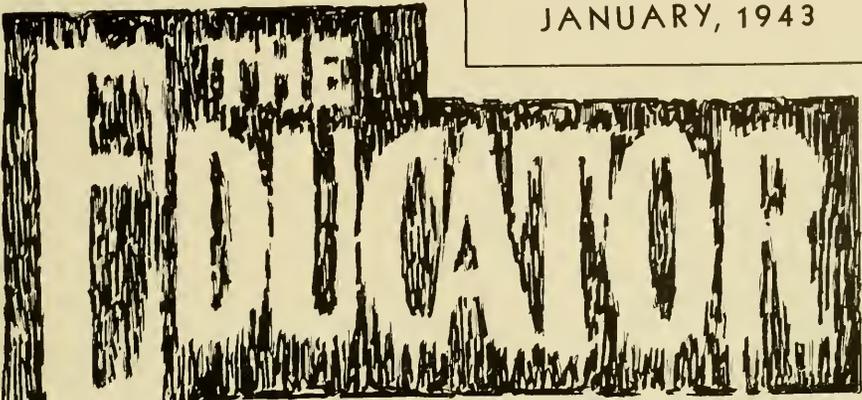
- Clip for Men
- Ring for Women

- Cash enclosed
- Send C. O. D.

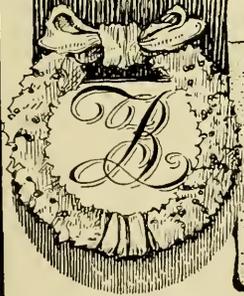
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Address .....  
Position .....

Patented in U. S. A. and Canada

JANUARY, 1943



HANDWRITING ENGROSSING  
BUSINESS EDUCATION 232

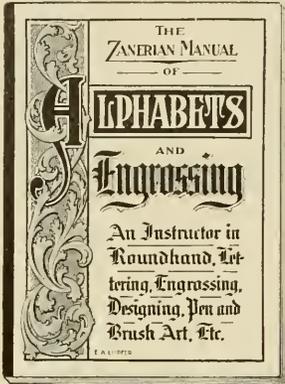


**ZANER-BLOSER CO.**  
COLUMBUS, OHIO.

Hyrow 1942

# Engrossing Supplies

## ZANERIAN MANUAL OF ALPHABETS AND ENGROSSING

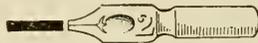


Price, postpaid, \$2.50.

PLAIN USEFUL LETTERING, 48 pages ..... 35c

### LETTERING PENS

These are the pens that are used by engrossers for executing the various styles of lettering, Engrosser's Text, Old English, etc., etc. For making or filling names in diplomas, engrossing resolutions, for ledger headings, or in fact for executing any kind of practical, rapid lettering, these pens are the best made. There are a few other numbers of these pens than are mentioned here, but these twelve are all any engrossing artist ever has occasion to use. Double Lettering Holder ..... 20c



Single pointed pen, 9 numbers—  
1, 1½, 2, 2½, 3, 3½, 4, 5, and 6



Double pointed pen, 3 numbers—  
10, 20 and 30

- 1 complete set of these twelve Pens, Nos. 1, 1½, 2, 2½, 3, 3½, 4, 5, and 6 single pointed, and Nos. 10, 20 and 30 double pointed, postpaid ..... \$ .35  
 1 dozen of any numbers (assorted as desired) single pointed ..... .25  
 1 dozen of any numbers (assorted as desired) double pointed ..... .60  
 Less than a dozen single pointed pens, 2 for 5c, and less than a dozen double pointed, 5c each.  
 ¼ gross of any one number single pointed pens, postpaid ..... .50  
 1 gross of any one number single pointed pens, postpaid ..... 1.75  
 ¼ gross of any one number double pointed pens, postpaid ..... 1.50

### "INKHOLDER"

for broad pointed Lettering Pens. But little ink dipping is necessary when this ink-holder is used. Saves time and patience when one has considerable work to do.

Each, 10 cents.



### INKS

|                                |     |
|--------------------------------|-----|
| Zanerian India, Postpaid ..... | 40c |
| Zanerian Gold, Postpaid .....  | 25c |

### PAPERS

|                                                      |        |
|------------------------------------------------------|--------|
| Zanerian 5 lb., Express Coll.....                    | \$1.50 |
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| Artificial Parchment (16x21) 6 sheets postpaid ..... | 1.50   |
| Genuine Sheepskin (16x21) 1 sheet postpaid .....     | 3.00   |
| White Cardboard (22½x28½) 6 sheets postpaid .....    | .90    |

### TEXT LETTERING AND ENGROSSING COURSE BY CORRESPONDENCE

Our Text Lettering and Engrossing Course will train you to handle a broad pen successfully, to letter diplomas, and do broad pen lettering for all occasions. It covers in twelve lessons alphabets like the American, Unretouched and Retouched Old English, Engrosser's Text, Shading, etc. Teachers can profitably take this course, as well as those who are going into the engrossing business. Lettering as a business or as a sideline is very profitable. You can become quite skillful by faithfully following this course.

|                                                                       |         |
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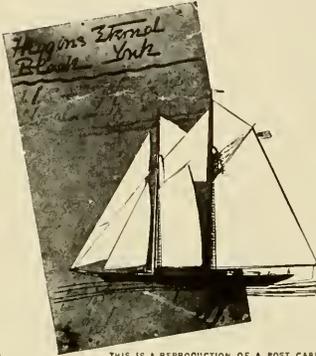


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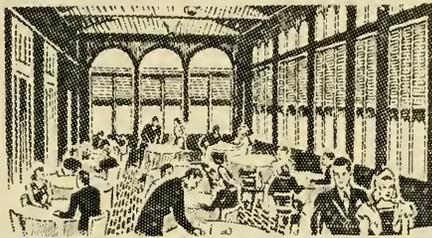
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# The Educator

America's Only Handwriting Magazine

Vol. 48

COLUMBUS, OHIO, JANUARY, 1943

No. 5

## CURES for Common School Ills

With malice toward none—realizing that even your best friends won't tell you—

We, the committee, humbly submit our cures for common, everyday, school ill.

No. 4

### BULLETIN BORED ? ?

Perhaps it is because he is expected to sensibly interpret the presence of Chamberlain, Sonja Henie, and the Baby Panda all but lost in an avalanche of last month's prize penmanship papers.

Pertinent, interesting clippings, and attractively mounted pictures can be made a pupil responsibility, one that affords a splendid opportunity for ingenious and artistic endeavor. Bulletin boards should complement and supplement the activities in the room where they are located, and

the material presented should have sufficient significance to justify its display.

### WATER. WATER EVERYWHERE

Are the walls around the lavatory examples of the pupils' splatter painting? And the floor a sample of mottled wood or linoleum? Can you detect the original color of the bathroom fixtures?

Daily cleaning will help to keep the fixtures shiny and bright. Many times a well-conducted school is marred by unsightly looking bathrooms. Frequent airings and rigid cleaning schedules will eliminate odors.

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THE EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Wartime Business Penmanship

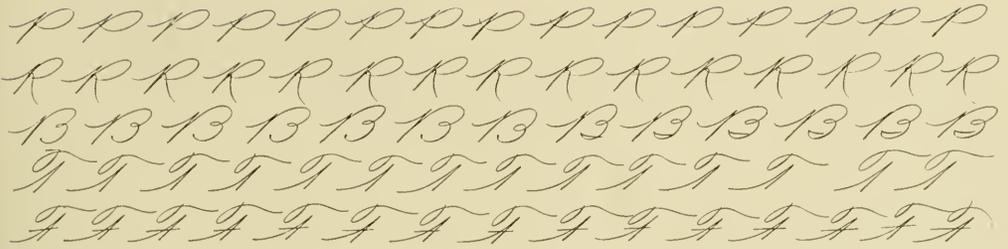
*B B B B B B B B B B B B B B B B*  
*B B B B B B B B B B B B B B B B*  
*Barrow Barrow Barrow Bart*  
*B B B B B B B B B B B B B B B B*  
*Bartow Bartow Bartow Bartow*  
*L L L L L L L L L L L L L L L L*

*v v v v v v v v v v v v v v v v v v v v v v*  
*u u u u u u u u u u u u u u u u u u u u u u*  
*y y y y y y y y y y y y y y y y y y y y y y*

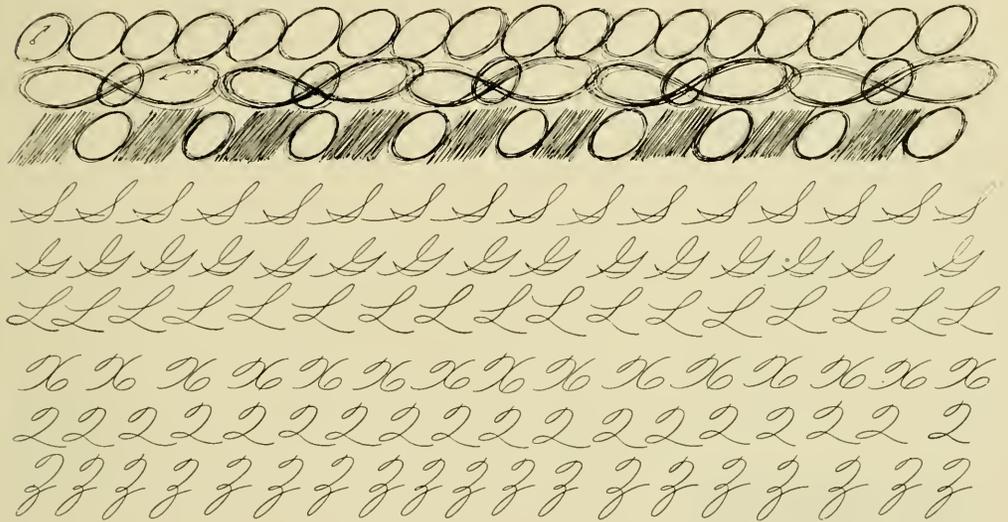
First, see that you have a good position of the body, hand, pen, and paper. Second, note carefully the relative size of letter as compared with other letters.

*R R R R R R R R R R R R R R R R R R R R R R*  
*Risinger Risinger Risinger Root*  
*R R R R R R R R R R R R R R R R R R R R R R*  
*Rumple Rumple Rumple Rum*

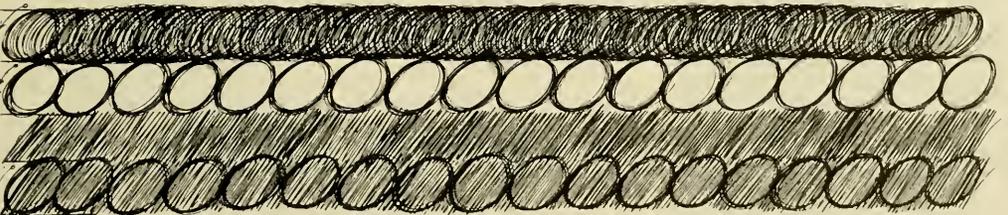
See how easily and gracefully and yet how correctly you can execute these forms. See to it that the *i* has an angle at the top and a short turn at the base, and that all letters rest on the base line. Form and freedom are the prime factors.



Be careful to make the down strokes nearly straight and slanting. The tendency is to curve the down stroke entirely too much. Keep the down strokes as light as the up strokes, which will necessitate a light, elastic action of the arm.



Push the pen freely, firmly yet lightly, with a crisp but not scratching sound. Space uniformly and strive for neatness as well as for ease. Watch position of body, and keep holder pointing to the right shoulder.



Be sure you have the correct position of the body, arms, hand, pen, and paper. Swing the hand gracefully and forcefully.

# The Left-Handed Pupil Needs Encouragement

By Pearl Tuttle  
Marion, Ohio

Perhaps the one thing pupils need more than anything else in penmanship is encouragement. Especially is it true of left-handed writers. No one can do his or her best without having a clear idea of what is to be done. Anyone likes to know that what he is doing is satisfactory. "Nothing succeeds like success."

## A HOPEFUL ATTITUDE

It is not uncommon to meet a left-handed writer who has a hopeless

their special difficulties, and appreciation of the value of good penmanship in all school life and life outside of the school are needed by teachers.

## THE TEACHER'S ATTITUDE IS CONTAGIOUS

When a definitely left-handed pupil is discovered in a writing class, it is well for the teacher to accept the situation as a challenge, be pleased with it, and at the same

need much patient attention. The blackboard is a valuable tool in teaching left-handed students.

## KNOWLEDGE OF CORRECT LETTER FORMS IS IMPORTANT

Attention to letter forms is important. The pupil must have a mental picture of the correct form of each individual letter and of combinations of letters. Much at-

Play baseball  
Play basketball  
Play football

We have just  
made out an order  
ice to change our

These two specimens were written by Wayne Mateer, a fifth grade pupil in the Cardington, Ohio, Public Schools. The specimen to the left was written on February 5th and the one on the right on March 24th. They show remarkable progress for such a short time and they also show what a little encouragement and help will do for a left-hander.

attitude toward ever accomplishing any satisfactory skill in penmanship. This attitude can and must be changed. Understanding of the methods required for teaching left-handers, sympathy for them with

time show her pleasure. It is a real opportunity. The teacher's attitude—whatever it is—is contagious and the pupil is no longer embarrassed if the teacher is happy about finding that he is left-handed.

tention to pauses in letters is very necessary. Size, slant, alignment, retraces and spacing—all have an important place in the visualization of correct forms of letters. If the teacher is able to demonstrate these in all of her blackboard writing, it will be a great aid to pupils in seeing correct letter forms.

## THE LEFT-HANDED POSITION IS DIFFERENT

The pupil must be given a clear understanding of what his writing position is to be and that he is to receive individual instructions. His sitting position is like that of right-handed pupils but his paper is tilted in the opposite direction. (The top of the paper points to the upper right corner of the desk). The pencil is held by the left hand a little higher up from the point than by the right hand. This enables him to see what he has written. Down strokes of letters move toward the elbow rather than toward the center of the body as with the right-handed pupil. The weight of the body is shifted to the right arm, instead of the left as with the right-handed pupil, to give a free and controlled movement of the left arm and to guarantee smooth, light lines. All of these phases of position will likely be new to the pupil—they always seem to be new—and will, therefore



Howard demonstrates the position for left-handed writers at the blackboard.



Ralph is writing with his left hand. Study the position of the paper, hands and penholder.

### FINDING SOMETHING GOOD IN EVERY PAPER ENCOURAGES PROGRESS

At the start, the teacher should find something good on every paper—and emphasize it. This will encourage the pupil more than anything else. Finding good letters and words will help him picture in his mind correct letter forms and get him off to a good start. He will

know better what to work for. As time goes on the least sign of improvement should be noted. No matter what it is—good slant, light lines, even letters, good beginning and ending strokes, nice tall letters—no matter how insignificant the improvement, call attention to it. On every paper find something good and stress it. Rapid progress will follow.

### PROGRESS ENCOURAGES THE PUPIL

As progress is made and the pupil compares his new papers with his old ones, he will himself see improvement and recognize certain faults disappearing (with very little mention having been made of them). There will be a wholesome attitude toward penmanship and improvement will continue.

### BEFORE AND AFTER SPECIMENS

Row 6 This is a specimen of my handwriting  
33 on July 7, 1941 when entering the class  
in Methods of Teaching Handwriting at  
Mount Saint Mary Normal School, Kenmore  
New York.

Sister Mary of the Sacred Heart

This is a specimen of my  
handwriting on July 19, 1941  
after two weeks spent in the  
class of Methods of Teaching

We have here two specimens written by Sister Mary of the Sacred Heart, during a special summer term at Mount Saint Mary Normal School, Kenmore, New York, conducted by Miss Pearl Tuttle of Marion, Ohio. Notice the remarkable change in writing. The top specimen was written July 7th and the bottom specimen July 19th. The bottom specimen is uniform in slant, height and spacing. With a little more practice this Sister can establish permanently a good style of writing. It is very encouraging to see left-handed persons make such splendid improvement in such a short period. It shows what good instruction and faithful, intelligent effort can accomplish.

### IMPORTANCE OF CORRECT POSITION

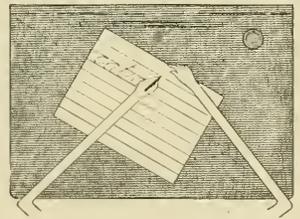
The importance of correct position of the paper cannot be over-emphasized. See that the paper for left-handers points to the upper right corner of the desk. The left arm should be at right angles to the base lines.

Incorrect position of the paper may make a left-hander a poor writer for life. The holder should point to the left elbow.



### CONCLUSION

All of this seems to require so little of a teacher, but a little teacher-enthusiasm and a little interest in the left-handed pupils go a long way toward encouraging them to become better writers.



Study position of paper.

# THE HISTORICAL DEVELOPMENT OF HANDWRITING

By Marjorie Harrison

Of all the evidences of ancient civilizations which remain to us today, the most complete and the most unaffected by the passing of thousands of years is the little group of alphabets employed by the intellectual world. The invention of the alphabet as it is today has been the most difficult enterprise which human intellect has ever undertaken. As Dr. Taylor has stated, "To achieve the letters as we know them has taxed the intellect of the three most gifted races of the ancient world. It was begun by the Egyptians, continued by the Semites, and finally perfected by the Greeks."

## THREE STAGES OF DEVELOPMENT

The development of handwriting may be divided into three stages: the Mnemonic stage, ideograms, and phonograms.

### MNEMONIC STAGE

In the Mnemonic stage, tangible objects were used for records and correspondence. Perhaps the best example is the quipu, which consisted of thin knotted cords of varied colors attached to a main cord. Each color and each type of knot had a peculiar significance. For instance, red strands stood for soldiers, green for corn, etc., while the meaning of a single knot was ten, two single knots, twenty, a double knot, one hundred, etc. In addition to their use in reckoning, these quipus were used in many other ways, such as for sending orders and for keeping records of the dead. The quipu is still used in elaborate form in the plateaus of Peru. A fine example of this same idea in use today is the rosary, on which Roman Catholics count their prayers.

### IDEOGRAMS OR PICTURE WRITING

Ideograms, which constituted the next stage of development, are pictures which represent objects or thoughts. Pictorial writing developed from the need for identifying possessions and for conveying thoughts. Representations of animals and of tribesmen carved in rocks, the totem engraved upon a stone to indicate the grave of a chief, a picture of a weapon or tool to indicate success in battle—all are evidences of this stage of development in writing. The primitive Chinese discovered that they could enlarge their system of writing by combining several pictures, or ideograms. Thus, the

Chinese word for "wife" is denoted by the combination of the pictures of a "woman" and a "broom."

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### PHONOGRAMS OR SOUND REPRESENTATION

The final stage of development, phonograms, produced alphabetic signs representing sounds rather than objects. The hieroglyphs selected by the Egyptians for this purpose are the source of all existing alphabets. There is reasonable evidence to believe that even so far back as 4700 B. C. hieroglyphic writing was already an ancient system. The Egyptian hieroglyphic, like every other primitive mode of writing, began with picture, later changing to verbal and

written signs representing sounds, or phonograms. Even today we continue to use ideograms and phonograms to a considerable extent. An example of the ideogram in use today is Roman numerals. I, II, III were originally pictures of the fingers, while V was probably a picture of the fork of the hand between the finger and the thumb. Excellent examples of our use of phonograms are the dollar sign and the question mark.

### THE HIEROGLYPHICS

The Egyptian hieroglyphics were developed through the Phoenicians and Greeks into the Euboean form. In about the 6th century B. C. this Euboean alphabet was introduced into Italy, where it was modified to form the Roman letters from which we have developed our English alphabet.

The ultimate dominance of the Romans resulted in the abolition of every other alphabet except their own, at present being the medium of the culture of the progressive races of the world.

### LATIN LETTERING

The oldest forms of Latin lettering are those of majuscule writing. Its simplicity and mathematical proportions account for its extensive use for inscriptions in stone. When used in manuscript work, the letters naturally acquired a somewhat different character, becoming more flexible because of the unequal pressure of the reed.

### RUSTIC WRITING

This type of writing which is called Rustic writing, was in dominance in the 5th and 6th centuries. There are several outstanding peculiarities of this style of lettering. The "A" had no cross-bar, and the "L" and the tail of the "Q" were greatly exaggerated. The period was always placed above the line, often on a level with the tops of the letters.

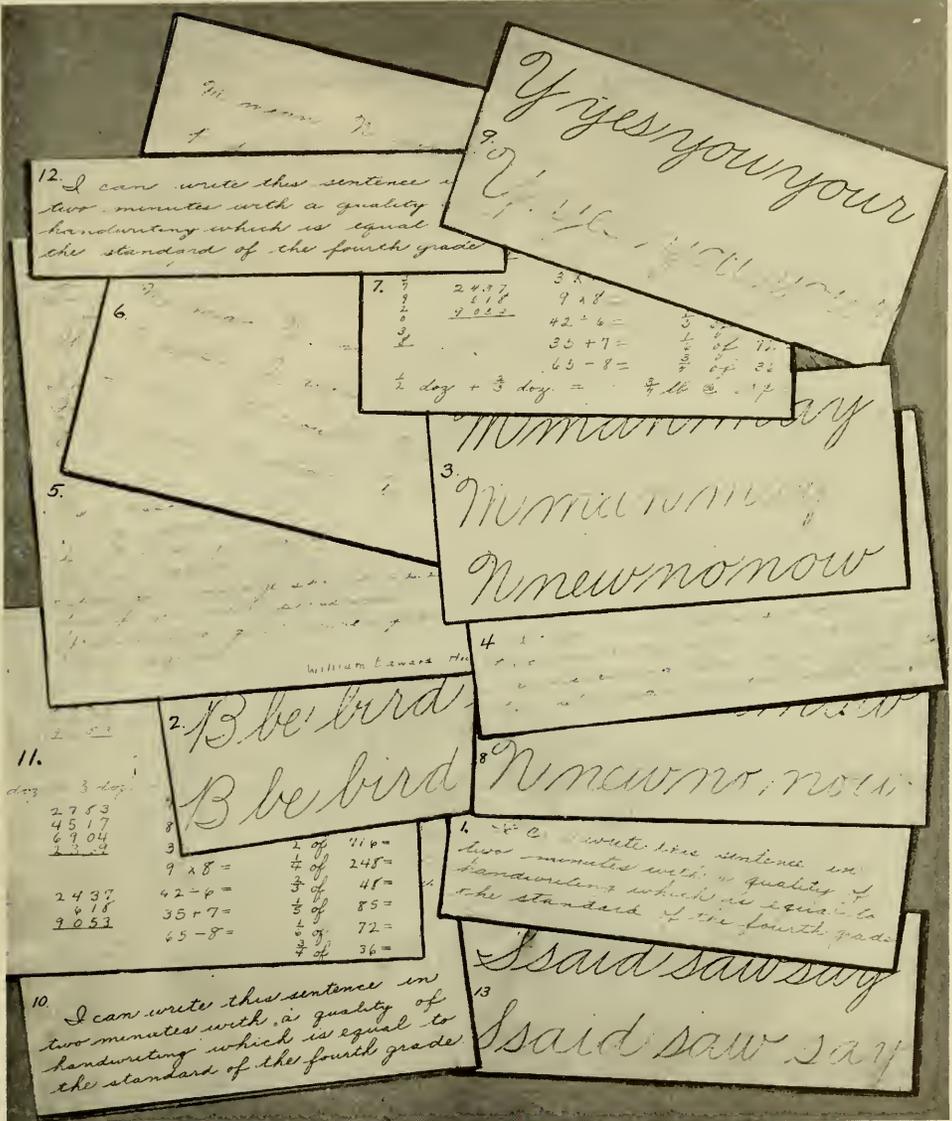
### CAROLINE WRITING

The use of small letters as contrasted with capital letters began in the 5th century as the result of the need for a more rapid handwriting.

In the early Middle Ages, a very beautiful style of lettering, called Caroline writing, developed. It is characterized by the roundness of the letters and is outstanding in its beauty.

In the latter Middle Ages, the curves almost entirely disappeared,

(Continued on Page 18)



Miss Clara L. Leum, for a number of years, has conducted a class in penmanship for teachers at Capital University, Columbus, Ohio. Regular classes are conducted in Methods and Drill. The students are trained how to write and how to teach. They are able to make model copies and are familiar with the change in methods of teaching. Credits are given for the work in handwriting, and each year Miss Leum has a very interesting class of students. The accompanying is a typical example of their work. The specimens were written by students as follows:

- |                      |                                |                      |
|----------------------|--------------------------------|----------------------|
| 1. Norma Jean Thomas | 5. Betty Jane Simen            | 9. Dolores E. Fry    |
| 2. Winifred Chesnut  | 6. Grace Schumacher            | 10. Lenore Bowsher   |
| 3. Irene Merando     | 7. Janet G. Geddis             | 11. Onna C. Brown    |
| 4. Wilma Soliday     | 8. Martha Luceille Kirkpatrick | 12. Margaret Nelson  |
|                      |                                | 13. Lorene P. Stiriz |

# The Transfer From Print To Script

Jane Jenkins

## Creating A Desire To Write

Children, before Christmas we talked about the kind of writing Mother and Father used in writing their Christmas Greeting Cards. We decided to learn to write like our parents and our older brothers and sisters after our holiday vacation.

Well, here we are back in school. How many of you enjoyed your Christmas vacation? Did any of you get a sled for Christmas? Did you have fun sliding down hill on your sleds? We have a nice hill back of our school; perhaps, we will have some more snow this month, then you may bring your sleds to school and we can all enjoy sliding on our sleds down the school hill.

### EMPHASIZING EASE OF TRANSFER

Now it just happens that the word "hill" is a very easy word to print and also to write. Would you like to learn to write the word "hill" today? If one of you will print the word "hill" for me at the blackboard,

I will show you how to change it into a written word. I am very happy to see that all of you would like to help me at the blackboard. Suppose I ask Robert to be my helper this time. After Robert and I write it at the blackboard, I will help all of you write it on paper. Is that fair? (Robert prints the word, children watching) Do you like Robert's printing? I like it very much. Watch the blackboard while I print the word for you.

### MAKING THE TRANSFER

All we need to remember in changing our printed word to the written word is how to make big and little curves, which we shall call "swings". (Teacher makes a big swing and a little swing for the children) Robert, I start the big swing on the bottom line and tack it on the top of my "h" like this, next, I make a little swing from the bottom of "h" up to the top of "i" like this. Now I make a big swing from the bottom of "i" up to the top of letter "l" like this;

last, I make a big swing from the bottom of the first "l" up to the top of last "l" and add a little swing to the bottom of the last "l" and you see the written word "hill". Robert, you have been watching me, suppose you put the swings on the letters you wrote for me in the word "hill". That was an excellent job. Children do you like the word that Robert wrote for you? Fine.

Have him write the word without slant.

### TEACHING CHILDREN TO SLANT THE LETTERS

When Mother and Father write they do not let their pencils come off of the words until they get to the end of them. I am going to write the word "hill" without lifting my chalk from the word until I get to the end of it. (Teacher writes.) Robert, place the chalk on your word, trace over it to see if your chalk can stay on the word until you finish. That was very good. We can write faster if we lean the letters over at the top like this. (Teacher writes slanting line like this /.) Let us play that we

Show him how the down strokes should slant.

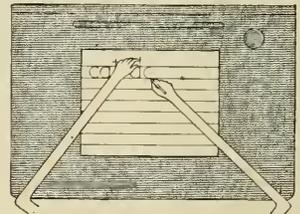
are writing "sleepy letters". When we are sleepy it is difficult for us to sit up straight. The letters in the word "hill" are sleepy. See how fast I can write the word when the letters lean over. Robert, suppose you

Are down strokes slanting and parallel? If not, practice letters separately.

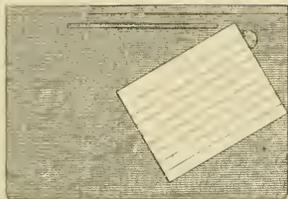
write the word with all of your letters leaning over like sleepy girls and boys. Very good. You may be seated. Monitors, will you please give each member of our class a sheet of blue practice paper? Thank you.

### HELPING CHILDREN GET CORRECT POSITION

Let us sit in the middle of our seats like we have been sitting while we were printing. Place your paper in the middle of your desks; tip your



Position of the arms and paper for the right-handed child.



paper up hill and slide it over a little toward the right side of your desks. Place both arms on the desk and hold the paper at the top with your left hand. Janice and Allen, turn your papers up hill the other way and slide them toward the left side of your desks since you write with your left hand. That is right. Now turn your pencils upside down and play that you are writing the word "hill". How many of you were able to keep your pencil on the paper all the time you were writing the word? Try again. We are now ready to write the word so turn your pencil around and write it once for me. Hold your paper up under your chin so that we may see your word. I think that you did very well the first time. Place your paper just right on your desks and we will try it again. This time we will pull all of the straight lines toward the buttons down the front of our blouses.



This picture shows how to sit comfortably and in a healthful position while doing print writing.

I am anxious to see how many of you can write the word with all of the letters "sleepy". Write the word as many times as you can on the same line without crowding the words. Print your names at the bottom of the page and our Monitors

will collect the papers for me. I think you did nicely with your first written word. Tomorrow, we will all write the word at the blackboard, then try it again on paper to see how much we can improve.

## THIS SHOWS HOW SONYA HAS CHANGED FROM PRINT TO SCRIPT

### FIRST GRADE

I did print like this.

### SECOND GRADE

Now I write like this.

The confidence and control which Sonya gained in learning to print is a great help in learning to write as you will see from her writing above. Sonya's print writing served all purposes in the first grade but now she is learning to read and write cursive.

k k k k k k k k k k k k k k k  
 kicker kicker kicker kicker kill

The k is very similar to the h. Get the loop full and three times as tall as the small letter n. Give special attention to the second part. Do not crowd the second part, again do not make it too large. It is necessary to make a stop after making the little loop. Come down straight with the second part of the k. Get the two straight down strokes in the k parallel. Draw slant lines to see if your strokes are parallel. In the word "kicker", check the slant, the spacing and height. To do this, draw slant lines, head line and straight lines down through the backs of the letters. Are the spaces between letters all the same?

z z z z z z z z z z z z z z z z z z z z z  
 ozone ozone ozone ozone ozone

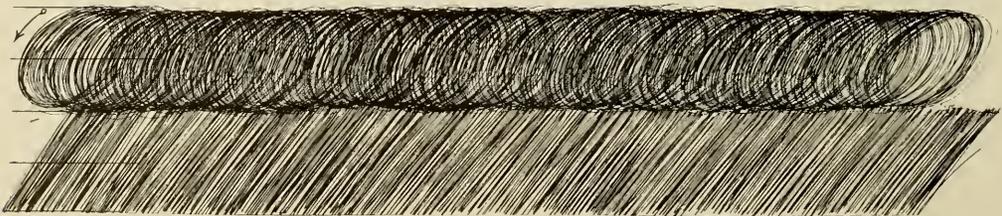
The top of the z is the same as the beginning part of m. Make the downward stroke straight. Get the loop below the line as large as the j, y and g. Finish at the head line. Give special attention to the spaces in the word. Try not to have the z stand out by itself. The spaces between and in letters should appear uniform.

Farmer Farmer Farmer Farm  
 Filler Filler Filler Filler

Be sure that you get a good swing. Let the hand glide freely. To turn out work rapidly, it is necessary to write freely. Too much finger movement is not desired. It slows down your production and makes your writing look labored and stiff.

T T T T T T T T T T T T T T T T T T T T T  
 Thurston Thurston Thurston

After practicing the letter, work on the word. Notice the uniformity of spacing in this copy. Compare your words with the copy and see if you have your spacing as uniform. If you don't succeed at first, try again. Intelligent practice will win. Occasionally, try a movement exercise. This is especially good to use at the beginning of each practice period or when your muscles seem tight and movement cramped.



Check your position. Keep the feet on the floor uncrossed. The back should be straight. Rest the forearm on the fleshy part of the muscle below the elbow. Point the knuckle toward the ceiling. The hand should glide freely. Do not grip the holder tightly. Relax muscles at elbow. See how easily you can move the arm. Avoid stiffness and rigidity. Review one of these exercises frequently.

3. Vascular bundles:—extend from roots to veins and leaves. Carry food.
4. Branches:—Hold out leaves to sun.
- a. buds:—covered by scales.
1. leaf buds, flower buds, mixed buds.
- b. leaves:—broad, thin, green. Contain chlorophyll. Takes  $\text{Co}_2$  from air. Make starch and sugar from sunlight, with water and minerals from soil.
- c. blossoms:—
1. secure pollination.
  2. develop a seed or fruit.

This shows a page from a notebook. Learn to make neat, readable notes. One of the things which many people are guilty of is becoming careless in writing notes. No doubt the printer often questions some of the notes which the Editor writes in making up the Educator. We make notes under difficult conditions, but, nevertheless, we do owe it to the other fellow to try to make them legible. It doesn't take much more time to write legibly than illegibly, and it often-times means a great deal.

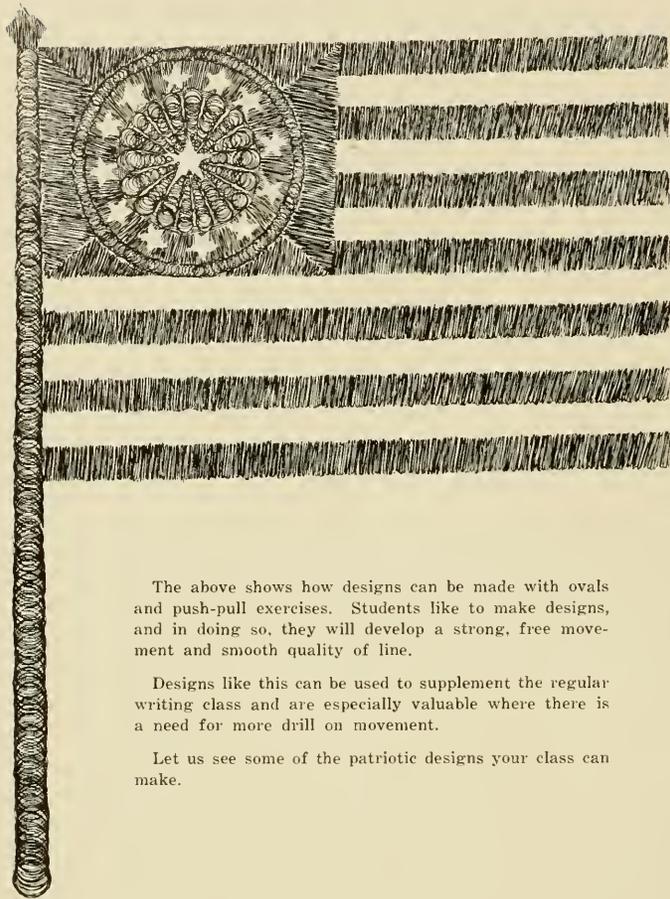
Recently we received a letter from one of our boys in the service. Unfortunately, we could not read his address. We were unable to determine the branch of service, his company, etc., and therefore found it very difficult to communicate with him. Let us try to make our writing at least legible.

It is surprising the improvement one can make in handwriting by giving it a little systematic attention. Everyone should learn to write freely and legibly. You can do it if you will.

i c e c i c u c e c a c o c r c l c h c k

Practice on individual letters and combinations.

## PATRIOTIC MOVEMENT DESIGNS



The above shows how designs can be made with ovals and push-pull exercises. Students like to make designs, and in doing so, they will develop a strong, free movement and smooth quality of line.

Designs like this can be used to supplement the regular writing class and are especially valuable where there is a need for more drill on movement.

Let us see some of the patriotic designs your class can make.

**Dear Old Dad**

**D**ear Old Dad, I am thinking of you,  
Of all you've done and all you do,  
And every day it makes me glad  
To know I have such a Dear Old Dad.  
And Christmas Day, above all days,  
I think of you and the many ways  
You've helped me along and made me glad:  
Here's a wonderful Christmas to a  
wonderful Dad."

By the late S. E. Leslie.

## THE HISTORICAL DEVELOPMENT OF HANDWRITING

(Continued from Page 12)

to be supplemented by straight lines. The use of the quill accounts in part for the sharpening of the curves and the clean-cut endings of the letters.

## THE INVENTION OF PRINTING

The invention of printing and the development of type-founding from the 15th century on, caused a considerable decrease in the use of handwriting. For this reason, especially, we find that the style of writing at the present day differs little from that used in the 15th and 16th centuries, except in the greater slant of the characters and the more universal cursive style of writing is most popular in America today.

## WHY START AT LEFT SIDE OF PAGE?

Have you ever wondered why, in writing, we start at the left-hand side of the page and proceed from left to right? Investigations show that the Semitics wrote from right to left. The Athenians wrote in the form of a serpent, running around the material written upon. Later the plough-wise method of writing, proceeding alternately from right to left and from left to right prevailed. Finally, the more convenient method of proceeding from left to right throughout dominated written work.

An exception to this convenient mode of writing is presented by China. Even today, the Chinese characters of the written language are painted with brushes in columns from left to right.

## SUMMARIZING THE DEVELOPMENT OF HANDWRITING

It is interesting to think that we are using today letters and signs that were in everyday use thousands of years ago. Do you realize the extreme difficulty of the task and the years of time and effort it took to develop our alphabet? Do you appreciate the invaluable gift of writing which has been preserved, added to, and handed down to us through countless generations? It behooves us to preserve in our written language today the finer characteristics of the alphabet.

## MAKING A LASTING IMPRESSION

In closing, may I say that there are three things about a teacher's handwriting which make a lasting impression: First, General appearance. Is it neat? Does it attract because of its fine, legible flowing qualities? Second, Character Style. Has it grown up, so to speak, with the individual which gives it personality? Third, Inspirational. Does it stimulate and inspire others, through its clean-cut qualities, to practice and excel in the Art?

FAMOUS LETTERS

C. P. Jones

J. W. Jones

<sup>THE</sup>  
Zaner-Bloser College  
Penmanship  
or  
Drawing

Columbus Ohio

Penmanship Journal,

9-23-95.

Gentlemen:

You may con-  
sider this a specimen of my penmanship!  
ornamental style, such as I was taught  
in the Zaner-Bloser.

Hoping that it will please you!

Yours truly,  
Sam.

J. W. Jones

Coeur de Lion Commandery No. 54  
Knights Templars

William Cynan Barber

For more than thirty-three years Recorder of this Commandery, we dedicate this tribute in commemoration of his distinguished service.

The Sir Knights in being mindful of the untiring zeal for, and loyalty to the Commandery, manifested in so many ways, hereby record our grateful appreciation of his great service. His efforts in behalf of his brethren have been noted and appreciated and this testimony of their regard is but an outward expression of their long established love and esteem. His splendid enthusiasm has been an inspiration to our membership contributing in no small measure to the success and prosperity which have come to us. His retirement from office marks the close of an efficient career conspicuous for its length, fidelity and influence.

Go cheer his remaining years with the assurance that his labors have not been in vain, we affectionately inscribe this testimonial, expressing the hope that he may be spared many years of good health and usefulness to our Commandery, to our Fraternity and to our Community. We place this testimonial upon the walls of our Temple, that those who succeed us may know his worth, and be inspired by his example to strive for a like place in the hearts and minds of their brethren.

Commander

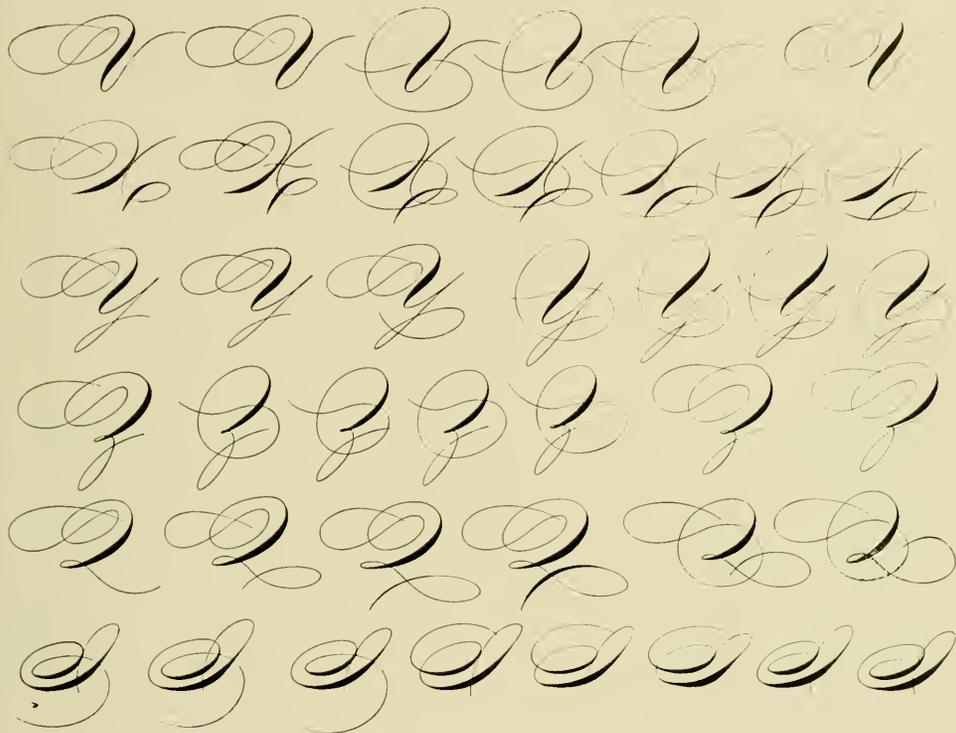
A large amount of engrossing is done in a simple yet effective style. Keep your work simple. Study this piece by the Martin Diploma Co. of Boston, Mass.

Every Business Needs Good Stationery®

From The Martin Studio, Boston.

# A Course in Ornamental Penmanship

Follow This Course and Improve Your Skill in Business Writing



Study the compound curve which appears in capital V, Y and U. The thickest part of the shade should be in the center of the letter. Get a nice rounding turn at the base line.

Give special attention to the beginning oval.

The shade in the X should be low on the base line, while the shade on the Z and Q should be up higher. The thickest part on the Z and Q should be at about half the height of the letter.

The shade of the I should be low like in the X. After making a row of X's, change them into I's. You will see that the shade is the same in both letters.

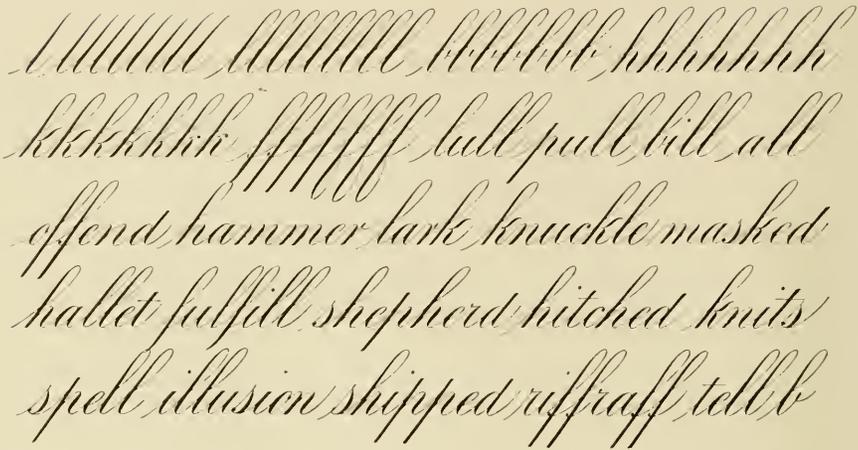
The letter loop in the Z and Q need special attention. In the Z, it stands up more than in the Q. The Q loop is flat along the base line. The Q loop is like in the L.

If you care to send your practice work to us, we will be glad to have you do so if you will enclose return postage.

*It will pay you to take a course in penmanship at the Zanerian Summer School.*

Written by the Editor.

# Lessons in Script



We are called upon to write script every day in engrossing work. It is used for filling in dates on the certificates and diplomas, and for other pieces up to large resolutions. A resolution in script, bound with a beautiful, expensive, leather cover, looks very attractive. Many businessmen prefer script to lettering because it has the appearance of hand work.

Loop letters are not easy, but they are important. Loop letters should be three times as tall as small letters. The loops can be made in two different ways—in sections or in one complete stroke. Most engrossers prefer to make the loops with one continuous stroke. Of course, the pen is always raised at the base line. Keep the loops full and open. Study the details and compare your work with the copy.

Collect good script wherever you can find it.

Get your ink thin on the hair lines, and black on the shades. Raise the pen on the turns at the base line.

Always rule head and base lines and don't be afraid to do a lot of hard work. The more practice you do, the more skill you will acquire.

## "Mr. Meadows Says"

BY GEORGE A. MEADOWS  
 Des. Meadows-Draughton  
 Business College, Shreveport, La.

Life is to live to serve—not to slave to live. By SERVING, we REALLY LIVE.

Doing the things we LIKE to do, personally, regardless of how difficult, is a PLEASURE; doing the things we DISLIKE to do, personally, regardless of how important, is DRUDGERY.

Life is to GIVE—NOT to GET; yet, by GIVING, we REALLY GET.

The fellow who thinks of SERVICE, first, usually ACQUIRES MONEY; and he enjoys LIFE, not because he HAS MONEY, but because he is rendering a worthwhile SERVICE.

The fellow who thinks ONLY of

money seldom ACQUIRES it; or, if he does, he is seldom happy.

LOVE people and people will love YOU; SHUN people and they will shun YOU.

A FRIENDLY SMILE begets a SIMILAR smile; likewise, an UGLY FROWN gets a SIMILAR frown.

Take an interest in OTHERS and THEY will take an interest in YOU.

Do more than you are paid to do and you will be paid more.

Everyone writes his own recommendation, figuratively speaking; all anyone else can do is record it.

Before you can successfully sell anyone else an idea, or anything

else, you must, first, be sold on it yourself.

Nothing begets confidence like enthusiasm.

Sincerity inspires confidence; exaggeration kills it.

There can be no permanent success without character.

Regardless of ability, one must forever and eternally keep at a thing if he wants to succeed.

There is no substitute for work any more than there is no substitute for quality.

CONCENTRATION and OBSERVATION make for thoroughness; and thoroughness is essential to success.

# Up With The Times

Clipping from "The Massachusetts Teacher"

## WHO IS IT?

When the lads in Washington  
Have a job that must get done,  
And they need a million helpers,  
nation-wide,  
Who is it that they call  
To catch and run the ball  
And take it clear across the other  
side?

Why, it's the teacher,  
Just the teacher,  
The meek and humble teacher;  
That trusting, fussing, cussing little  
man;  
Not the preacher,  
Not the leecher,  
Nor the gosh-almighty screecher;  
Just the guy who does the job be-  
cause he can.

"We must have a draft," they say;  
"We need soldiers right away;  
"We must register in each and  
every town.  
"Who'll wield the fountain pen  
"To sign up all these men  
"To see that Uncle Sam is not let  
down?"

Why, it's the teacher,  
Just the teacher,

The friendly, gentle teacher;  
That praying, playing, paying little  
guy;  
Not the talker,  
Not the squawker,  
Nor the nation's progress blocker,  
Just the lad who says, "O.K., chief,  
let me try."

When there's sugar to be rationed,  
Home defense groups to be fash-  
ioned,  
And the bureaucrats gaze wildly in  
dismay,  
When they shout, "Build up the  
nation!  
Let's arouse the population!"  
Who is that they look to then, I  
pray?

Yes, the teacher,  
Just the teacher,  
The ever-willing teacher;  
That blissful, kissful, wistful little  
man;  
Not the plunderers,  
Not the blunderers,  
Nor the heaven-shaking thunderers;  
Just the guy who does the job be-  
cause he can.

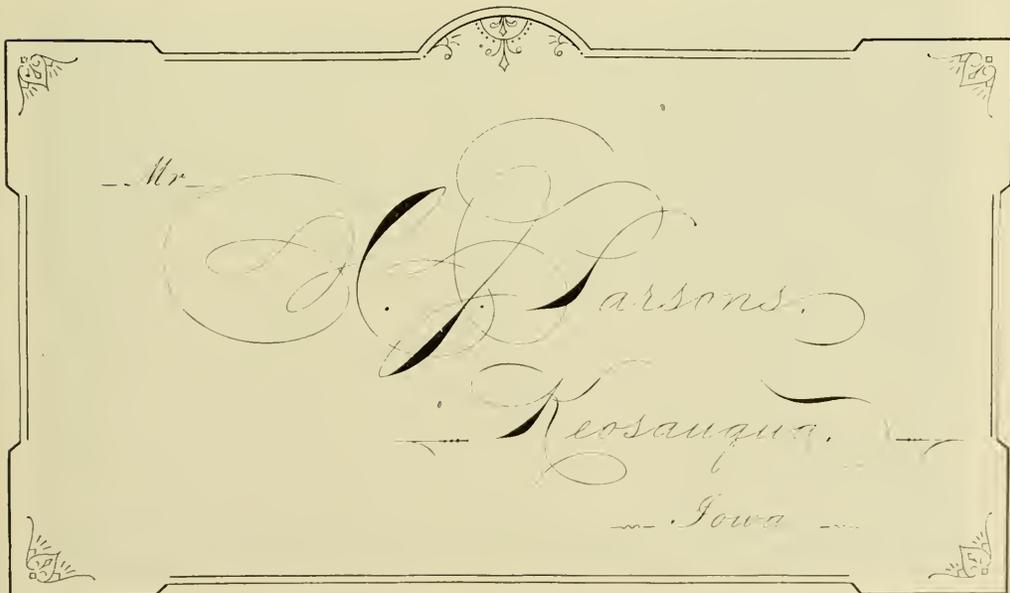
JOHN J. BUCKLEY,  
Hyde Park High School.

## A HUGE PATRIOTIC UNDERTAKING

The Chillicothe Business College, located at Chillicothe, Missouri, has recently undertaken a very patriotic service in commercial education work. This school is the largest plant in America devoted exclusively to business education, having eight large buildings. Recently this school has agreed to share its vast facilities in commercial education with the Government in training clerks. The school buildings and Campus, with slight changes, are ideally suited and equipped to handle this work and, at the same time, will not interfere with the regular civilian school. Additional buildings have been rented to take care of the additional enrollment.

The Chillicothe Business College is very successful in locating its pupils. The school life at Chillicothe Business College is more like that of a large university with its large enrollment. Many social functions and school activities are possible.

We shall look forward with special interest to hear of the success achieved in the new venture of this great institution.



Get your work neat like the above by C. C. Canan

# Sonnets of Life

BY  
G.H. Lockwood

## ARE WE BOUNDED BY RESTRICTIONS?

Are we bounded by restrictions?  
Does the way seem hard and long?  
Is our pathway ever thorny?  
Do things ever come through wrong?  
Do our hopes but turn to ashes  
And our dreams all prove untrue?  
Are we ever chasing bubbles,  
Failure ours, what e'er we do?  
Who's to blame—now let's be truthful  
And not play a coward's part—  
Who's to blame? Ourselves, that's  
certain  
And down in our inmost heart  
We are conscious we are guilty;  
Now, today, make a new start.

## IT'S LITTLE THINGS WE DO EACH DAY

It's little things we do each day  
That help or hinder on our way,  
If mountain peaks we fain would  
climb  
We must ascend step at a time  
Nor can we keep the Heights in view,  
For boulders huge we can't look  
through  
Impede our progress, forests dark  
And foot-hills oft' will hide our mark,  
But through an opening here and  
there  
We catch a glimpse of sky and air  
And, in the distance, see the Height—  
Soon lost to view, for comes the nite,  
Discouragement camps on our trail,  
Push on, push on, you cannot fail.

## DON'T BE CROSS

Don't be cross—it doesn't pay  
For many things you lose that way,  
You lose the love of those you scold  
Their hearts to you thereby turn  
cold;  
You lose the smile upon your face  
For anger there will make its trace;  
You lose the song within your soul  
And you may also lose your goal;  
You cannot reach the mountain peak  
And find "the way" that you now  
seek  
By being cross, you cannot find  
Contentment, joy or peace of mind,  
And e'en your body pays a cost  
Because your soul is tempest tossed.



Signatures by L. Madarasz.



# 'Tis Hope They Need

'Tis hope that men need everyday  
 To open up the door  
 Of living life so rich and rare,  
 Brought fresh from childhood's store.  
 And men grown old with toil and care  
 Within need life anew.  
 Whose springing hope and spirit strong  
 May guide their journey through.

J. Buell Shahan

Here is the last of six paragraphs of the poem, "Tis Hope They Need," by J. Buell Shahan, Elkins, W. Va. The script is by P. Z. Blaser. (See September, October, November and December issues)

Each man must know his own status of success out of the block of opportunity which life provided him. You must work to win.

## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**The Mechanics of Navy Correspondence.** The Gregg Publishing Company—September, 1942. (32 pages). List Price, \$.36.

This is a text for giving preinduction training. It contains essential training material for Navy office work deals with the preparation, handling, and filing of official Navy letters. The booklet also includes Navy reports, messages, Navy organization, rules of correspondence, circular letters, and other essential information. Many sample forms help the learner to grasp the numerous differences between Navy correspondence and regular business correspondence. Here is another war emergency text that definitely qualifies for High School Victory Corps Training—either for a brief, intensive, basic course or as a supplementary text to be taught with such other subjects as typewriting, secretarial training, shorthand transcription, or business English. It is authoritative and manpower with this training is needed.

**Military Correspondence,** by George Murraine Cohen. The Gregg Publishing Company—November, 1942. (39 pages). List Price, \$.36.

This text gets down to the business in hand with all the directness of military action. Its content is based upon the Army regulations and practice covering military correspondence; and the arrangement of the material is by an author who has taught the subject. Both public and private schools will find the book well suited to a brief, intensive course in the subject or could use it as supplementary material in typing, secretarial practice, shorthand transcription, or English courses. In either case, American youth can be given, in an authoritative way, the correspondence training needed in military service. Without question this inexpensive booklet can be used to get quick results from preinduction training, and should be considered by those schools that are conducting or planning to organize a High School Victory Corps.

**Typing for Radiomen and Telegraphers,** by Harold H. Smith and Harry W. Newman. The Gregg Publishing Company—December, 1942. (63 pages). List Price, \$.60.

This new text answers a pressing call for war emergency training. Every branch of our armed service needs manpower skilled in radio communications. The man or woman who can receive radio signals and type them is in a position to render needed service immediately. The typing skill needed by the radio operator can be taught either before the radio skill or along with it. Any typing teacher can give the typing instruction needed for radio work. "Typing for Radiomen and Telegraphers," a thirty-lesson intensive course, is a war emergency text for teaching this specialized typing skill. It contains beginning basic skill practice but with major emphasis on abbreviations used in the armed service, the various types of code used in all branches of the armed service, and ordinary military messages. The book can be used as a beginning text or for a quick review of typing skill by more advanced students.

## NEEDED FOR PERSONALITY

"How can I make myself a better individual"? Every one who strives to improve his personality asks himself this question in one way or another—so we offer this one sure solution: Smile! Smile—and mean it!

It takes fifty-some muscles to produce a frown, but only sixteen to produce a smile. Yet there are surprisingly more frowns than there are smiles. Why? Because we don't think of the value of a smile!

A smile acts as a pass to pleasant realms—without it you can ramble into many a dreary spot.

A beaming smile removes all barriers. It will lighten your tasks and thoughts.

A smile is the key to good-will. Smile for your associates and you will be closer to them.

Keep smiling—and watch the results!

## DESIGNING AND ENGROSSING

By E. L. BROWN  
Rockland, Maine

## Cover Designing

We hope you will not get a chill when you look at the design on the cover, but on the other hand if the effect of freezing weather is felt it might mean that the design is a success in its aim.

With few exceptions the design represents free-hand pen work—was done with a broad lettering pen. Therefore the general effect is one of strength and pleasing contrasts of light and dark values.

Background of words THE EDUCATOR was made with a No. 2 broad pen, the vertical direction of lines giving the effect of icicles. The outlines of letters should be rather hazy and indefinite. The stippled border and sky in small scene were made with a fine pen. The little sketch of snow-capped mountains would make a good greeting card. Note its simplicity and strength.

Always use black carbon ink for pen drawing. We find Zanerian India ink excellent for all kinds of fine penmanship.

## POINTED PARAGRAPHS

Education creates responsibility. The more educated a person is, the greater is his responsibility to society, which has given him his opportunity.

*Shakespearean*

By W. E. Dennis who was as great in penmanship as Shakespeare was in literature.

# Practical Lettering

To do Lettering you need a drawing board, T-square, 45° triangle, thumb tacks (or Scotch tape), hard lead pencil about 4 H, eraser and good cardboard.

A compass, divider and ruling pen can be used often.

Study good lettering wherever you see it. Much good Lettering appears in magazines and circulars. In "thick and thin" letters keep the light lines all uniform throughout the job you are Lettering. In "thick letters" all lines are the same thickness.

Study the spaces between letters in the two words. The bottom word is correctly spaced. The spaces between and in letters should appear the same.

This cut was loaned to us by G. H. Lockwood, Kalamazoo, Michigan.

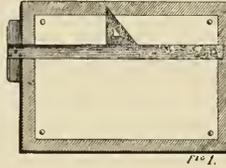


FIG 1.

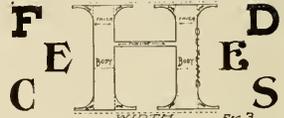


FIG 3.

THREE DIFFERENT STYLES OF THICK-AND-THIN LETTERS.



THREE DIFFERENT STYLES OF THICK LETTERS.



FIG 2.



FIG 4.



FIG 5.

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Plymouth Indiana

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A A B B B C C C D D E  
E E F F F G G G H H H  
I I J J K K L L M  
M N N O O P P P P Q Q  
R R S S S T T T U U V  
V W W X Y X Y Z 3 3



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By

*A. L. Darnex*

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*Handwriting*



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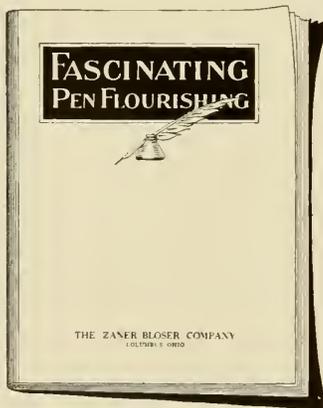
Scale three is shown herewith. It contains a satisfactory standard for grade three, as shown in the center of the scale. On the right is a specimen of handwriting which is very satisfactory for grade three, and on the left is shown a specimen of handwriting which is unsatisfactory for grade three.

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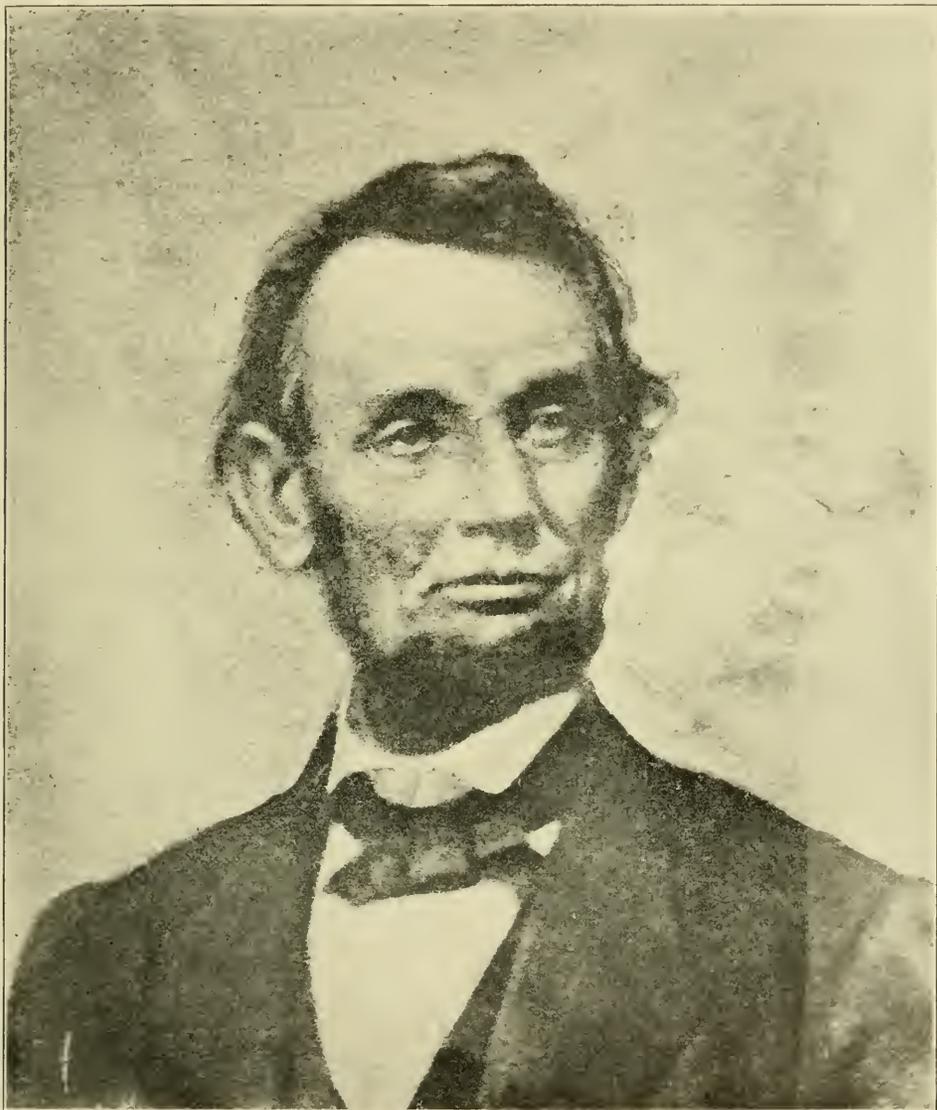
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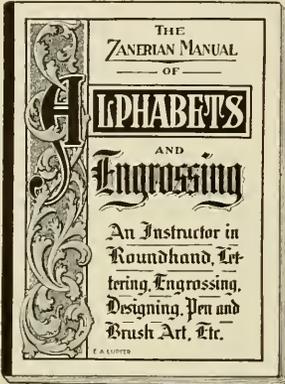
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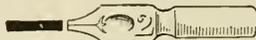
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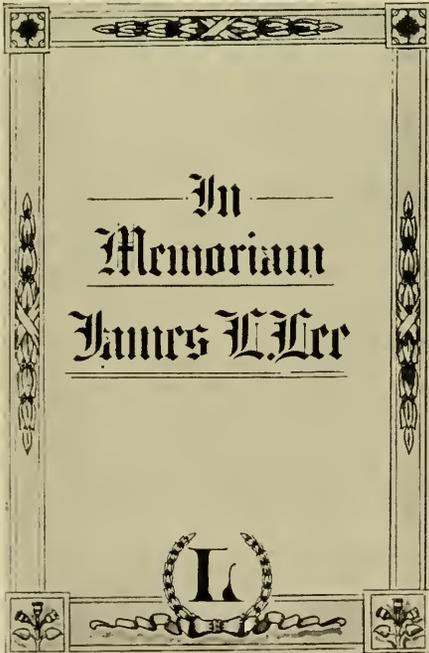
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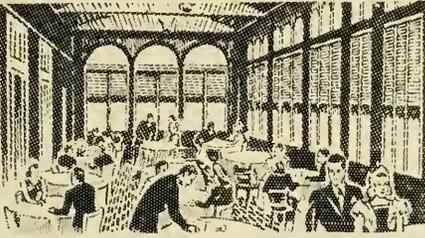
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This signature was written by E. W. Bloser.

B. A. O'nealy of Portland, Oregon, spends much of his time these days engrossing Honor Rolls for youths in the service from churches and other organizations. He states that it is long, and that his work is always admired by the customers. There is a lot of engrossing of Honor Rolls to be done in all sections of the country. Penmen generally are doing quite a lot of that type of work.

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## CHARCOAL DRAWING



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Drawing faces, etc., adds interest and relieves the monotony of drawing letters.

There will come a time in your engrossing work when you can use any ability which you may develop along any line of artwork.

Mr. McKinley is a former student of G. H. Lockwood, Kalamazoo, Mich.

# The Educator

America's Only Handwriting Magazine

Vol. 48

COLUMBUS, OHIO, FEBRUARY, 1943

No. 6

## CURES for Common School Ills

With malice toward none—realizing that even your best friends won't tell you—

We, the committee, humbly submit our cures for common, everyday, school ill.

No. 5

### MIRRORS OF ONYX

Are your blackboards a thing of beauty in your school or are they the part of your room that you would like to put under the table when visitors call? With just a little added effort blackboards can be made a very attractive and interesting feature of the schoolroom. They should be cleaned thoroughly every day. Erasers should be dusted daily and the chalk trays washed. If pupils use a blackboard for studying spelling words or working arithmetic problems, it should be cleaned carefully with an eraser or a clean cloth as soon as they are finished. Should it be necessary to write assignments on the blackboard, they should be written in a neat and legible handwriting.

### ARE YOU FLOORED?

The appearance of the floor in a school-room often indicates the type of housekeeper the teacher is. At least it tends to cause visitors to form their impressions of her housekeeping.

Frequent sweeping of the floor is probably the only thing that a teacher needs to do to keep it nice looking. If the children eat their lunch in the school-room, as they usually do in rural schools, it is necessary to sweep up the crumbs each noon. This should be done every noon.

When the children have been working with materials that litter the floor, the pupil who finishes working first should be asked to sweep the scraps together.

The baseboards around the floor should be dusted daily.

### The Committee

Edith Becker  
Mrs. Betty Anderson  
Mrs. Mary McDevitt

Kathleen Mulryan  
Margaret Sorenson  
Marguerite Zimmer  
Mildred Hulik

Courtesy of Lake County Board of Education, Waukegan, Illinois

### THE EDUCATOR

Published monthly (except July and August)

By The ZANER-BLOSER CO.,

612 N. Park St., Columbus, O.

E. A. LUPFER.....Editor

PARKER ZANER BLOSER.....Business Mgr.

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THE EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



nine nine nine nine nine n  
 mine mine mine mine mine  
 inn inn inn inn inn in  
 union union union union

Make the down strokes parallel and pull to center of body with right hand or to the left elbow with the left hand.

ggg ggg ggg ggg ggg gggggg  
 gammon gammon gammon going  
 Virginia Virginia Virginia Vir

Write fast enough to keep out the kinks, but not so rapidly that you will lose the letter forms.

pppppppppppppppppppp  
 rrrrrrrrrrrrrrrrrrrrr  
 bbbbbb  
 tttttttttttttttttttt  
 fffffffffff

Don't work along in the dark. Study, and ask questions and find out what is wrong.

furrow furrow furrow fur  
 f f f f f f f f f f f

This copy is worth your careful study. Notice the uniform slant of the downward strokes. Study the turns and angles and general free swing. Notice that the tall loops are full and open. Spend about half of your time in study, the other half in practice.

# The Point of View of the Principal on Handwriting Problems

By Mrs. Georgia Lacey  
Indianapolis, Ind.

There is a growing movement in America which puts the burden of supervision on the principal. A number of reasons may be given for such investment of supervisory authority. We will all agree that child growth is the measure of supervision. In the parlance of the business world the principal's work may be called "producing on the job." He is free to change certain factors in environment and to set up social situations which permit growth. When he serves as production manager waste is eliminated in the matter of traveling from one building to another. He is closer to the parents. The principal's time may be scheduled to do that very necessary type of thing called follow-up.

## Has a Broad Prospectus

His supervisory program can be based on the needs of his teachers as he finds them at widely differing levels of proficiency. His must be a program directing their growth and analyzing their errors. It is possible for the principal to have daily conference with his teachers. We must certainly look to him as the chief agent in building up morale. With such a prospectus of the principal's responsibilities before us it is evident that he must have a real vision of the possibilities that lie in the field of every school activity, and know intimately every line of work within his school.

## A Fine and Practical Art

It is our purpose to consider the principal's point of view as regards handwriting.

Penmanship must be recognized as a fine and practical art. Only with such an understanding of its true status will the teacher enthusiastically "carry on." For the grade school child there are but two methods of transmitting thought, by telling or by writing. It is essential for him to master these two language vehicles so that he uses them automatically without hindrance to self-expression.

## Handwriting an Aid to Thought

On the other hand his style of speaking or writing should not be so individual that it becomes a hindrance to thought. We teach the children to speak correctly. Stammering and lisping are evidences of individuality. The "newsie" is indi-

vidual in his slang. Provincialism is also individual, but certainly undesirable. Voices differ but inflection, emphasis, phrasing as means of expression are the same. We are attempting to train voices to be clear and smooth so as not to mar thought. That speaker is best whose thought stands alone, the speaker forgotten.

## Unobstructive and Legible

Written expression should be as unobstructive as print. The newspaper does not use fantastic type. Handwriting should be read quickly and easily. It must not hamper the acquiring or expression of thought. No one deserves to take the time of a friend to decipher hieroglyphics which a person develops to be eccentric and individualistic. This is only an evi-

Every teacher and every principal should be a good business writer.

dence of egoism. The lost art of letter writing is in large measure due to clumsy writing. In this connection it might be said that fortunately custom is making it a matter of courtesy to use pen instead of pencil. Much of our so-called scratch work done on a low grade of paper with a pencil is pernicious. Bankers will not permit the use of pencil. One banker dismisses anyone who uses an eraser.

## Large Sums Are Lost

It is reported that Marshall Field loses six million dollars yearly due to illegibility. Large sums have been lost through failure to receive telegrams and cablegrams because of illegible signatures. I am told that a hotel has attempted to safeguard its guests from their own illiteracy. When the guest registers, the clerk spells the name to a typist who prints the name on a card which is pasted below the signature.

## Individuality

Of course no two people can talk or write alike any more than they can look alike. Physiology will necessitate a certain degree of variation. But beauty will always consist in line, spacing, proportion, simplicity of form and color. This viewpoint

places writing definitely as a fine art. In the grade school there is no doubt of its practical use as it must be a vehicle to carry all school subjects.

## The Principal's Duties

As regards handwriting, then, the principal has a clearly defined function.

1. To give his teaching corps a clear cut vision of the status quo of penmanship in the elementary school because of the demands life will make of it.

2. To be, himself, a good penman. To be as expert a teacher of writing as of reading, English, or any other school subject.

3. To coordinate the work of his building with the plans of the supervisory staff in this subject.

4. To hold himself responsible for progressive development throughout the grades as measured by accepted standards of achievement.

## Getting Cooperation

To accomplish such a program demands a two-fold plan, the first from the viewpoint of the needs of the building as a whole, the second, the needs of the individual teachers that make up the building personnel. This must include every teacher in the building no matter what her special subject, as each teacher must become penmanship conscious. We have long heard the slogan, "Every teacher a teacher of English." It is time that some such emphasis be placed upon the teaching of writing. Personally, I am sold to the idea that the teaching of handwriting is three-quarters follow up on the daily routine work in all other subjects and one-quarter actual practice during the writing lesson.

## The Aim

To write with legibility, uniformity, and speed is the aim in teaching penmanship to elementary grade pupils. The method is not as essential as the daily devices used to make the lessons interesting enough to secure the utmost progress possible. Writing is an activity which must be well motivated to produce the best results. Because it is not a subject, but an art, a tool of education without intrinsic thought, it has been taught mechanically without relation to the child's experiences, needs, and desires. Since the interest is not

*All teachers should write at least as legibly and freely as this and should be able to write this sentence on the blackboard or on paper in two minutes*

This copy shows how well a teacher and principal should write on the blackboard and on paper.

fundamentally centered in penmanship itself, but is actually in the devices and incentives used, it is necessary to show considerable ingenuity and variety to sustain interest.

#### Incentives

These may be divided into the larger aims and toward which children work for the greater part of the school year, and the smaller though no less important ones, which tend to arouse daily interest. Examples of the former as used in our school have been:

1. To win a writing certificate.
2. To make a good showing at the open house night meeting of the Parent-Teachers' Club, when each child's regular daily work is displayed on his own desk as well as posted on bulletins and arranged as special exhibits.
3. To be excused from writing class because of proficiency.
4. To be appointed to take care of secretarial duties pertaining to room or office.
5. To win a place on the room honor roll.

Some daily incentives which have been found helpful have been:

1. The use of a ribbon on the pen if correct process is used.
2. The giving of colored stars or seals.
3. The winning of the coveted school stamp affixed by the principal herself.
4. A paper exhibited on the room or corridor bulletin boards. Cumulative collections of regular, daily papers prepared by each pupil in any subject pasted on the blackboards or on individual writing charts have been most effective.

#### Scales and Standards

Socializing the work through class criticism has done much to place the writing lesson on a higher plane of endeavor. Certain objectives, definitely established in the minds of the children will enable them to become efficient critics of their own and each other's work. Each child must learn to judge of his own procedure, see his own fault, and correct it.

#### Grouping Students

It is practicable in penmanship classes as well as various other school activities to group children in a given grade according to their ability. There are the usual well-known divisions, the over-average who merely need direction, the average, the group to which we teach, and the below-average, made up of the tense phlegmatic, absent, disciplinary cases. The test of a teacher is the management of all three groups. It is also a test of supervision. The teacher must evaluate the efforts of her class and form her groups. No group is stable. Such a procedure socializes and vitalizes the school. If the lower group is over-large, the teacher is stimulated. A penmanship seating plan is necessary. At the beginning of the year the children are grouped according to correct process. By the middle of the year every one should have the right process so that almost the entire emphasis may be placed upon product.

#### Checking Results

The principal needs a plan, preferably a printed form, to guide her observations during visits, and to serve as a record. This should include at least the following items: Blackboards, Evidences of motivation, Management of materials, Teacher's voice and manner, Her preparation, Administration of her plan, Distribution of time, Ability to demonstrate, Speed in counting, Rhythm, Class Criticism, Class achievement.

#### Demonstrations and Conferences

The principal must then be able to follow up with a demonstration lesson where it may be necessary. In conference with the teacher he must find something to commend to get the teacher's mind in attune with his own. Only as many or as few points as will not jeopardize the teaching between this and the next visit should be discussed.

#### Special Supervisor

With such an understanding of the needs of his teachers, the principal welcomes the all too infrequent visits of the special supervisor. A brief conference before she visits the teachers should serve as a valuable guide in her work in the building on that particular visit.

Even more important to the building is the conference of the principal with the handwriting expert at the conclusion of her visit. Here should take place a perfectly frank and open discussion of the success and weakness of the work in penmanship in all the departments of the school, concluding with a formulation of new aims and plans.

#### Summary

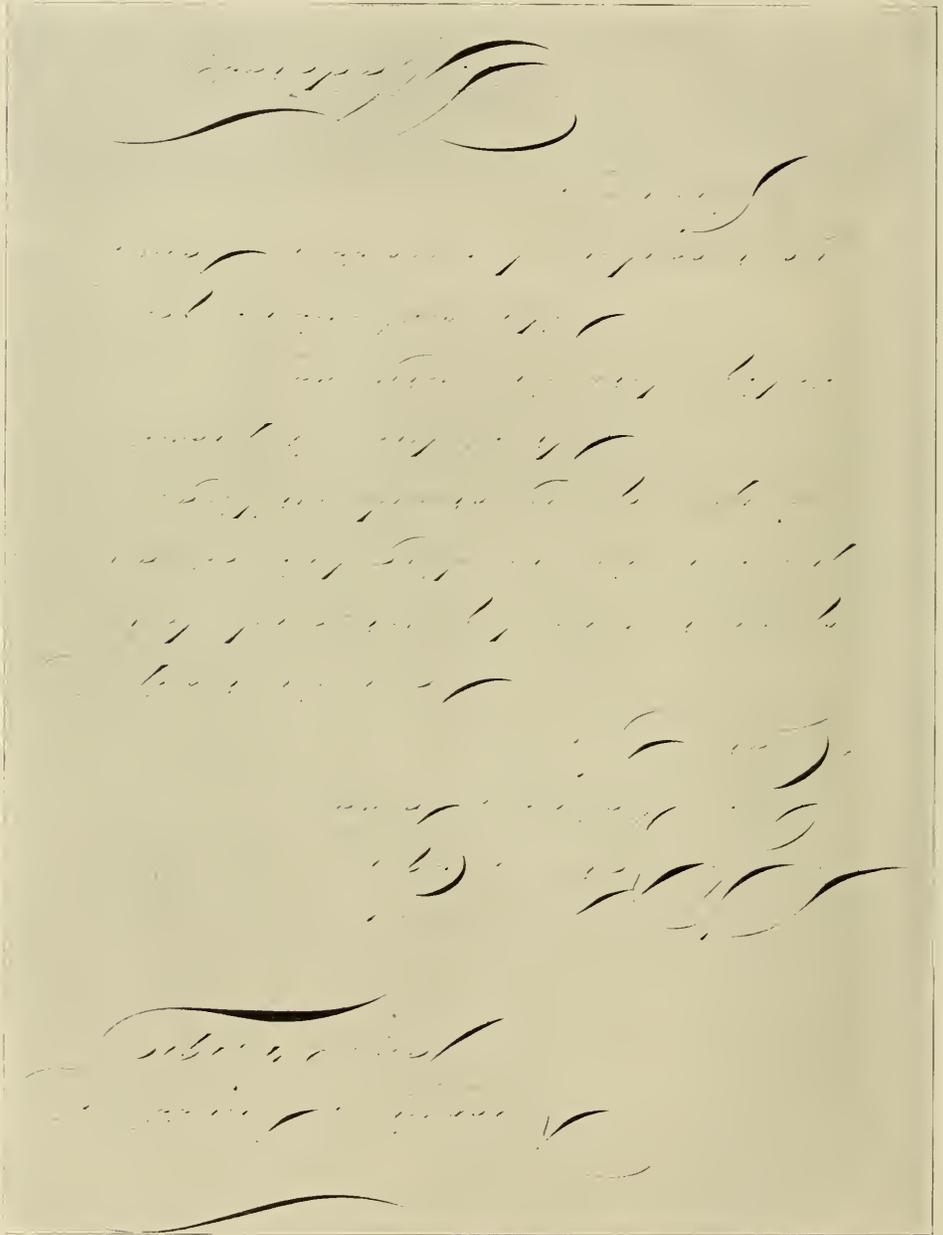
In a brief and cursory way I tried to show: The new viewpoint of the importance of the principal as chief supervisory agent. The place of penmanship. The motivation of penmanship. As a building problem. In its application to individual schools.

The need for expertness on the part of the principal in observation and criticism of classroom teaching followed by demonstration teaching.

The coordination of the work of the principal with that of the special supervisor of writing.

In the words of Frank P. Whitney, "There must be singleness of purpose throughout to make education count. There must be substantial agreement on, and adequate comprehension of the general aims and objectives of the schools and of each course. With thorough understanding and mutual respect established there must be cordial cooperation in achieving the common purpose. As a cooperative enterprise designed to discover capacities, to release powers, and to develop resources, to help each teacher make the most of himself, to gear up the group so that each may help the other, to discover and make attractive and effective the best practice, as such an enterprise it is possible that cooperative supervision may win joyful assent and the right to the best thought of the school principal."

# Famous Letters



A B C D E F G H I J K L M N O  
 P Q R S T U V W X Y Z  
 a b c d e f g h i j k l m n  
 o p q r s t u v w x y z  
 1 2 3 4 5 6 7 8 9 0

This is a specimen of my  
 plain business penmanship  
 while a student in the  
 Bloomsburg State Teachers  
 College and striving for a  
 Standard Certificate

Catherine C. Longo

Some very practical high grade business writing is being received from the students of the Bloomsburg State Teachers College, Bloomsburg, Pa. These people are working for Zaner-Bloser Teachers' Certificates. They are preparing as teachers. Surely Miss Longo, who wrote the accompanying specimen, is far better prepared than many handwriting teachers, and the students who come under her are fortunate in having such a skillful up-to-the-minute instructor.

Mr. Earl N. Rhodes is the instructor in charge of the Teacher's Training Class.

A B C D E F G H I J K L M N  
 O P Q R S T U V W X Y Z  
 a b c d e f g h i j k l m n o p  
 q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

By Amy Griswold, Central School, Marysville, Kansas. Miss Kirkwood is the teacher.

A B C D E F G H I J K L M  
 N O P Q R S T U V W X Y Z  
 a b c d e f g h i j k l m  
 n o p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0 .

By Mary Hamilton, a student in Office Training School, Columbus, Ohio.

# Handwriting Instructions in a Large City School System

Beulah P. Beale  
Supervisor of Handwriting  
Baltimore

The present use which the child makes of handwriting, together with the probable use which he will make of it as an adult, influences the prevailing practices in teaching handwriting in the Baltimore schools. The aim of instruction is to help the child acquire, with the greatest economy of time, a style of handwriting which is free of mechanical difficulties. Teachers know that all children do not require the same amount of time to attain legibility and ease in writing. They also know that by the time the pupils leave high school, the majority will have adopted an illegible scrawl. With these facts in mind, a method of teaching handwriting has been devised which is intended to serve the pupil throughout life. This plan is an outgrowth of the practice of collecting samples of children's writing periodically from all the elementary schools in the city. Briefly, it is as follows:

- A. Analysis of frequently recurring errors led to the discovery that they fall into seven groups.
  1. Faulty endings
  2. Incorrectly made "under" curves
  3. Mixed slant
  4. Failure to give letters in the A group proper slant
  5. Incorrect formation of the initial stroke of such letters as the capitals W, H, and K
  6. Incorrect endings on final h, m, and n
  7. Failure to make the down stroke of t and d correctly

- B. The core idea in each of these groups of errors has been used as a nucleus in formulating the following principles:
  1. End-strokes as spacers between words improve the legibility of writing more than any other single practice.
  2. Ability to make the "under" curve of the letters l alone im-

4. If, in making A, the swing is leftward and not upward, the slant of the letter is more likely to be correct. Once this principle is grasped, it improves not only the letter A itself but also a group of related letters.
5. Many letters exhibit an initial stroke shaped like a cane. The stroke consists of two parts, a loop and a down stroke. These should be made so as to conform to the slant of the other letters. There are eleven letters to which this principle applies.
6. When h, m, or n appears at the end of a word, there is a tendency to slur the last two strokes. Emphasis upon precision in making the last down stroke and the final up stroke removes a common fault in writing these letters.
7. The digit 5 and the letter d constitute a special application of the l principle. Once the relationship of these letters to the l principle is recognized, certain errors in letter formation are eliminated.

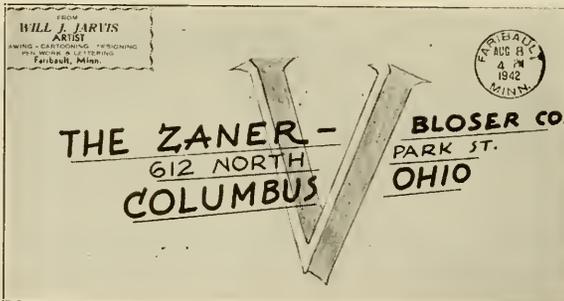
"Back to the Fundamentals" says Dr. Hutchins of Chicago University. In a recent talk before a conference of teachers in Central Ohio he emphasized the urgent need for more basic training in fundamentals. The three R's may again occupy a front position in modern education. The laxity in this training has been brought to light during the recruiting, placement and examination of the thousands of our American men entering military service.

proves the shape of many related letters and consequently the orderly appearance of written paragraphs.

3. The letters which extend below the line should show the same slant as those above the line. The principle of parallel slants brings about harmony in handwriting.

These seven principles, applied in the order named, have become a valuable aid in the in-service training of teachers and in the remedial instruction of pupils. They help the teacher to improve her own writing by enabling her to attack the most conspicuous error first and simultaneously to improve the general appearance of her writing. They supply the pupil with a means of self-help by aiding him to locate and correct many of his own errors.

Source—1941 Year Book  
Elementary Principle Assoc.



A unique up-to-the-minute Victory design by our good friend Will Jarvis of Faribault, Minnesota. The V on the accompanying envelope, which was received from Mr. Jarvis recently, was in red and blue.

G. R. Brunet of the Lord Selkirk School, Winnipeg, Canada, sent us a specimen from one of his students, H. A. Ford. This specimen shows that Mr. Brunet has an unusual student—one who is headed for the top in penmanship. We have seen hundreds of students come and go, but this boy looks as promising as the best we have ever seen.

**HANDWRITING TEACHERS' DICTIONARY**  
2100 WORDS From Author's Business Script. Every lesson has a definite objective and will produce a balanced page. This Ever-Ready Dictionary was compiled for individual practice or for class assignment in upper grades and advanced classes.

Price Postpaid 33 one-cent stamps  
B. A. O'MEALLY, INSTRUCTOR  
2020 S. E. 56 Avenue Portland Oregon  
(Also Author of Oval-Capital Drill Charts)

At a Regular Meeting

OF

THE **Saint Paul Association**

OF THE CITY OF

Scranton, Pa.,

held Thursday, January 21, 1904,

The following Resolutions were adopted as read:

**WHEREAS,**

*By the dispensation of Gods Providence our late*

FRIEND

**CHARLES C. COSLETT**

has been removed from our midst;

**Whereas,** AND as we revere his memory and most sterling qualities,-

**RESOLVED,**

*That in the death of MR. COSLETT this Association has lost a valued member, and the City of Scranton a worthy citizen. We mourn his loss as one whose high character and generous qualities will ever remain in our memories.*

**Resolved,**

That the tribute of our respect to **OUR LATE ASSOCIATE** and most highly esteemed friend be entered upon our minutes, and **A COPY THEREOF** suitably engrossed, framed and presented to the family of our deceased member as a slight token of our high regard.

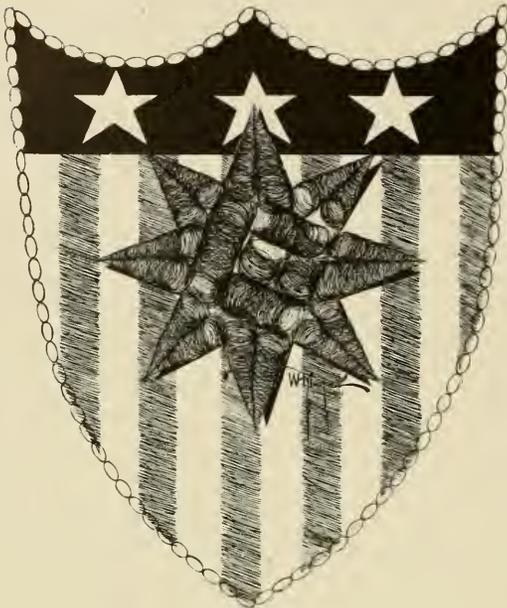
**Committee,**

John P. Makon,  
James Fleming,  
James J. Coleman.





## PATRIOTIC MOVEMENT DESIGNS



First outline the design you wish to make in lead pencil, then fill in the spaces with exercises using a free, flowing movement. Make the designs and exercises so that they are good penmanship exercises. In other words, keep your ovals oval-shaped the same as the capital letter O, and avoid, as much as possible, circles and other forms foreign to penmanship.

TRENTON, N. J., NOVEMBER—Recent promotion at Rider College include Dr. Howard I. Dillingham, from Academic Dean to Dean of the college; J. Goodner Gill, who is now vice-president; A. James Eby, associate professor of finance to professor; and James G. Johnson, associate professor of journalism to head of the Division of Journalism.

New appointments include Thomas Leyden, B.S.C., assistant professor of accounting and director of athletics; Honora Noyes, M.E.D., instructor in secretarial science; Dr. Salvatore Russo, Ph.D., head of the department of psychology; Miriam Knoer, M.A., instructor in secretarial science; Marian Simonson, R.N., M.A., instructor in the medical secretarial practice department; Lawrence Van Horn, M.A., head of the school of business; and Marie Engbarth, M.A., office machines instructor.

West Virginia Business College of Clarksburg, West Virginia, is turning out consistently good handwriting. We examine their work frequently and it is always of the same high standard.

"Tell me, please, how I should go about getting a start in the great game of business?"

"Sell your wrist watch, and buy an alarm clock."

### JANITOR WANTED

For complete details write to  
**Dept. Z, The Educator**

612 No. Park St. Columbus, Ohio



Write for our new Free Book, "How to Become a Good Penman." Enclose 10c for a Professional Pen Point and your name beautifully written. Write today.  
**THE TAMBLYN SCHOOL**  
 438 Ridge Building  
 Kansas City, Mo.

"TRY ME on one dozen neatly" written Calling Cards 25c, and one beautiful bird specimen free.

**E. D. TOWNS**  
 Flovilla, Georgia

### EXCERPTS FROM MRS. NORMAN'S NOTEBOOK

#### Aims of Handwriting

1. To write legibly.
2. To write with ease.
3. To write rapidly.
4. To make writing automatic so the individual can write and think at the same time.

#### Preparation of the Teacher

1. The teacher should study and know the pedagogy and psychology of handwriting.

2. She should study carefully the manual and pupil's book.

3. She should be able to write well at the board and at the desk. It is not sufficient to give the child a perfect copy. He must be shown not only what to write but how to write.

The pen and pencil are tools which teacher must show the child how to use. It is by seeing the teacher write the word or letter on the board that the child learns best.

That a teacher can change her handwriting late in life has been proved in thousands of cases. All teachers can learn position, movement, rhythm, and pauses. Pupils will forgive if letters are not perfect. No teacher with bad position and wrong holding of pen can expect her pupils to learn to write legibly and rapidly.

#### DOING ENGRASSING

Mr. H. G. Burtner, instructor in penmanship at Peirce School, Philadelphia, who, for many years has been recognized as one of the leading engrassing artists of the country, recently widened the field of his activities by opening an office in the school with which he is associated in the Quaker City. He is taking commissions for engrassing resolutions, testimonials, charters, etc., either in plain or illuminated style.

Mr. Burtner has also had many years' experience as an expert examiner of forged, suspected and questioned documents, in handwriting and typewriting. While employed by the Government in the United States Court, Western District of Pennsylvania, for more than a decade, he solved many difficult cases and through his findings helped to secure the conviction of the guilty.

One case concerned a Pittsburgh bank from which \$6000 disappeared over night, yet in the morning the safe which held the money was still locked. Another outstanding instance was the once-famous "poison candy affair" of Erie, Pa.

# Dead Letter Office

The history of the dead letter office dates back to 1877. From that time until the present, millions of letters and packages have gone into that office. It is needless to say that millions of headaches have been caused both to the post office department and to individuals because it was necessary to send all of that mail to the dead letter office. The dead letter office has performed a good service. However, its services would be negligible if the public would follow the instructions given out by the post office department on addressing mail and if everyone learned to write legibly. Many pieces of mail are received at the dead letter office without any address or with incomplete addresses and of course a large percentage of mail received is illegible.

It would help the post office department greatly if people were more

careful with their writing, making each letter unmistakably legible. A good test is to cover up all but one letter in a word and if it is not legible standing by itself, it should be corrected. The post office gives very definite instructions about abbreviations of states. The Zaner-Bloser Company has always tried to cooperate with the post office department, and in its correlated books are to be found the correct abbreviations for all of the states. For instance, if 'California' is not abbreviated 'Calif.', which is the recommended way, it is likely to be confused with 'Colorado'. If these states are incorrectly abbreviated 'Cal.' and 'Col.', a little carelessness in making the o and a makes it very difficult to read.

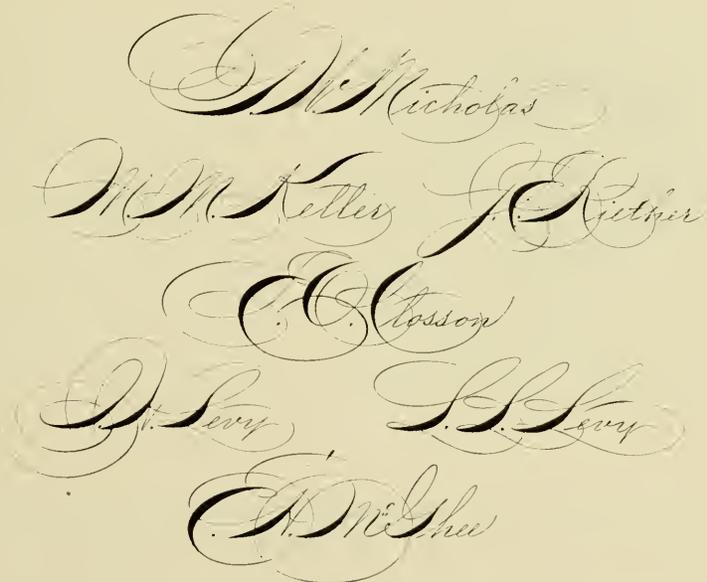
We suggest that teachers give special attention to letters like the o and a, u and n, c and i, h and li, l and

t, p and js, r and i, v and u, w and m, and y and g. We believe that in the above group you will find the majority of small letters which become confusing, due to the lack of distinction between turns, angles, retraces and finishing strokes.

The following statistics were received from the First Assistant Postmaster General:

## Receipts and Deliveries of Dead Letters and Dead Parcels During the Past Ten Years.

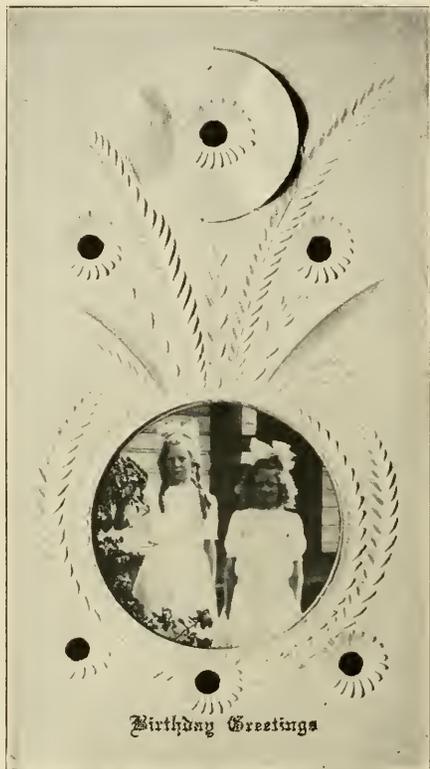
| Year | Letters Received | Letters Delivered | Parcels Received | Parcels Deliv'd |
|------|------------------|-------------------|------------------|-----------------|
| 1932 | 17,210,588       | 2,924,941         | 445,595          | 84,031          |
| 1933 | 10,708,353       | 2,331,407         | 428,613          | 68,424          |
| 1934 | 11,466,622       | 2,664,789         | 354,382          | 63,413          |
| 1935 | 12,567,130       | 3,125,171         | 333,621          | 65,991          |
| 1936 | 12,328,618       | 2,828,291         | 554,168          | 125,435         |
| 1937 | 13,802,638       | 3,014,437         | 352,082          | 80,756          |
| 1938 | 13,700,683       | 2,952,581         | 404,668          | 81,623          |
| 1939 | 13,226,456       | 2,651,924         | 356,863          | 63,361          |
| 1940 | 13,028,111       | 2,439,881         | 443,079          | 93,022          |
| 1941 | 12,744,889       | 2,432,026         | 356,117          | 60,663          |



In some of his moments of relaxation, Mr. E. H. McGhee swung off the above signatures. Mr. McGhee, as our readers no doubt know, is an engrosser conducting the McGhee Engrossing Studio of Trenton, New Jersey. Most of Mr. McGhee's work is high-class engrossing consisting of lettering and illumination. We congratulate him on his skillful ornamental signatures.

# Lessons in Card Carving

By J. D. Carter, Deerfield, Ill.



Our design for this time illustrates one of many that can be outlined for Greetings, small calendars and posters for display work.

I suggest, after you have studied and practiced from this design, that you make up a design of your own with a soft No. 2 pencil on a good grade of typewriting paper.

When you get a design that appeals to you place it face down on the card you intend to do the cutting upon, then with a hard, smooth surface of any small handle or a fountain pen holder, rub the back of the drawing until a clear outline is transferred to the card.

Sometimes you may get 6 to 12 clear outlines from a single design without renewing the design by going over it with a soft pencil for more transfers.

You will note the transferred design is in reverse order from the original which will be alright for decorative work but in case the design contains lettering it is necessary to run over your first transfer of the original with a soft pencil and use it for transferring the design in order that the letters are the correct way about for reading.

I have used a sharp knife for the most of the cutting; however I used a sharpened pen for the cutting of the daisies and the center of the larger flower.

In cutting the large flower and the two broad leaves it is better that the beginner cut through the first ply of the card then raise the design with the sharp point of the knife.

Send some of your best work for free criticism.

## Our Men Need Books

Send All You Can Spare

GOOD BOOKS ARE ON THE MARCH from your bookshelves to our fighting men. Get them out—leave them at the nearest collection center or public library for the 1943 VICTORY BOOK CAMPAIGN, or mail to 1943 VICTORY BOOK CAMPAIGN, Room 1503 Empire State Building, New York N. Y.

## Individual Help for Student Hands!

Here's the secret of progress in penmanship: A writing point that suits *each* pupil's natural inclinations! And this is where Esterbrook offers individual help. For no other pen-maker produces *so wide a variety* of point styles! You can equip each pupil with his or her particular number — saving fatigue, increasing speed, improving legibility!

THE ESTERBROOK PEN COMPANY  
62 Cooper Street, Camden, N. J.

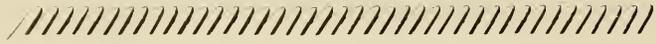
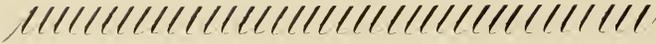
# Esterbrook



WE'VE GOT YOUR NUMBER!

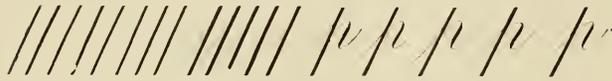


# Lessons in Script



*u in uu num uui*

*i i i i u u u u i i i i*



*u u u m u u u u u u u u u u*

*i u u u u u u u u u u u u u u*

*u u u u u u u u u u u u u u u u*

*u u u u u u u u u u u u u u u u*

*i u u u u u u u u u u u u u u u u*

*o o o o o o o o o o o o o o o o*

*e e e e e e e e e e e e e e e e*

*r r r r r r r r r r r r r r r r*

*s s s s s s s s s s s s s s s s s s*

*o a e c r s o a e c r s o a e c r s*

Engrosser's Script, known also as Roundhand or Copperplate Script, is one of the most valuable styles an engrosser can use. It is a massive style and presents a good appearance when written as a solid page. It has carrying qualities so that a piece of work in script, framed, can be read at some distance. It is the next thing to lettering in this respect.

Because of its light lines and heavy shades, the contrast is very pleasing. A skillful script writer can produce a pleasing, artistic appearance, getting the hair lines a brownish or grayish tint and the shades a dense black color. This gives the effect of two tones. That is one of the reasons why so many customers are attracted to script. There is hardly a day goes by but what some of the orders in the Zaner-Bloser Engrossing Studio call for script.

Those, who wish to make a success of engrossing financially, will do well to master this beautiful style. It has existed for hundreds of years and the prospects are that it will be with us for many years to come. The letter forms have been very carefully developed until the style has reached a high degree of perfection.

Practice on each individual exercise in the accompanying copies. Make page after page of each letter.

You need a well-balanced oblique penholder, a flexible pen, and a good quality of ink which will make a very fine hair line and a black shade. Arnold's Black Ink is used by many engrossers.

Rule head and base lines for all practice work and for all good work on any job.

Get your down strokes all on the same slant. Since they are heavy, an off slant stroke would spoil the looks of the entire page. If necessary rule slant, guide lines. Cultivate an even pressure on the downward strokes. Study the rounding, graceful turns.

We will be glad to examine some of your practice work.

A package of specimens consisting of flourished birds and calling cards, all done up in black ink and decorated in colors, is hereby acknowledged from E. D. Towns of Flovilla, Georgia.

## ENVELOPE ADDRESSING

*M. H. Hunsinger,*

*Hartford,*

*Conn.*

*30 Asylum St.*

This is an envelope made some years ago by Fred S. Heath. It is a great pleasure to receive a skillfully addressed envelope in ornamental penmanship. Most people really enjoy good addressing. One can take a little extra time and dress up an envelope in an attractive style. Most penmen find the addressing of envelopes a good way of advertising their work. Let us make it a rule to send out as many well-addressed envelopes as possible.

The Educator receives many envelopes—some of them in lettering, and some in script. Other envelopes we receive are highly decorated with flourishing. It is always a great pleasure to receive and carefully open a well-addressed envelope.

We shall be glad to receive envelopes from any of our readers. While we can only reproduce a very limited number, we are always on the lookout for interesting, skillful material to pass on to our readers.

*Model Business Forms*

*A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z &  
a b c d e f g h i j k l m n o p q r s  
t u v w x y z c/o d/o \$ & # 1 2 3 4 5 6 7 8 9 0*

A set of capitals from the Gem City Business College, Quincy, Illinois. It is the product of H. P. Behrensmeier, and the cut was loaned to us by D. L. Musselman.

## FAREWELL

Farewell! The bravest of the land!  
With youthful hearts and sinews  
bent,

To greater task no man is sent  
Than yours to purge a continent  
Where man is ruled with iron hand.

Farewell! O, true and noble sons!  
The land that gave thee free man's  
birth,

No richer land is found on earth,  
Shall pour in billions, yea its worth,  
The cause to save till victory comes.

Farewell! Thou soldiers of the free!  
Nor wealth shall be the only price;  
Our tears, our prayers, our hopes,  
suffice,

Our living hearts a sacrifice  
Shall burn for world democracy.

Farewell! O, soldiers of a cross  
The Lord of Hosts dost bring to  
bear,

Be brave to teach men everywhere  
The Love and Truth and Right  
shall share

In richest blessings, not a loss!

Farewell! God speed the hour and  
day

When war shall see its grim scenes  
past!

Return each brave heart, crowned  
at last;

Let Peace forever be steadfast  
Within all hearts of common clay!

By C. P. Eberhart, Com'l Teacher,  
White Plains, N. Y., High School.

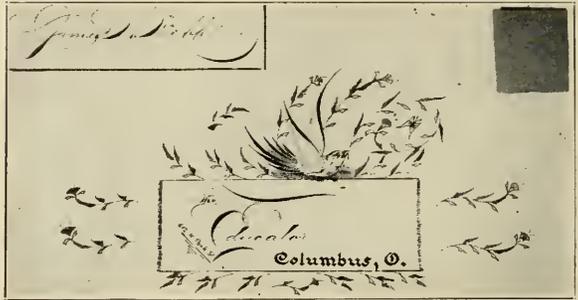
The Evidences of an education are  
five in number—precision in speech,  
good manners, the habit of reflection,  
the power of growth, and the possession  
of the ability to do.

—Nicholas Murray Butler.

Edward Maack, Route 3, Valparaiso, Indiana, has for a number of years been working hard and faithfully on his Engrosser's script and other penwork. We receive samples of his Engrosser's script from time to time, and the samples before us are of quite a high professional standing. Mr. Maack tells us that he has been doing the diplomas for one of the county schools for the past four years. The diplomas average around 300 per year. He fills them in in script. He does work for other organizations like churches, prepares Christmas cards, etc. He is a great admirer of the Educator and liked the November number in particular. He always looks forward to receiving the Educator, which he credits for much of his success in the penwork.

Penmanship pays good dividends.

## ORNAMENTAL ENVELOPES



James H. Webb, a penman of Meridian, Mississippi, is a very skillful penman. He writes an exceptionally fine ornamental hand. He also does good lettering and delights in preparing artistic envelopes as the accompanying envelope received by the Educator testifies. This envelope was in colored inks.

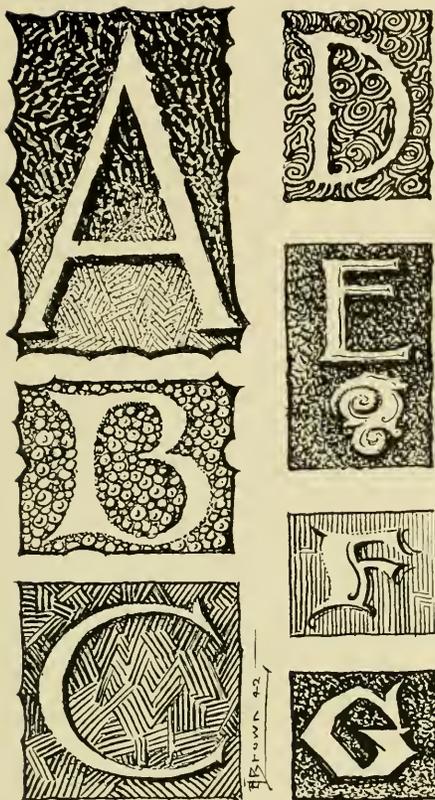
Rapid, practical *Styles of Lettering.*

A B C D E F G H I J K L M N O  
P Q R S T U V W X Y Z. PLAIN  
a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P  
Q R S T U V W X Y Z 1 2 3 4 5 6 7  
~ 8 9 0 ~  
a b c d e f g h i j k l m n o p q r s t u v w x y z

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Newtown. Hartford. Auburn. Detroit.  
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Everyone is required to do some lettering. These styles suggest various ways you can letter. Pick out the styles you like and practice them. Variety is the spice of life.



**DESIGNING AND ENGROSSING**  
 By E. L. Brown  
 Rockland, Maine

**Initials**

This lesson will serve as one in pen drawing and lettering as well. Pen drawings in black, in all ways, engrave well by the photo zinc process. Note carefully the variety of tinted backgrounds, both line and stipple. Color values are most important—Upper part of panel in initial "A" was made with a number two broad pen, and lower part with a fine pen—See that the gradation from dark to light is not "jumpy", in other words, properly blended, one tone into the other. Background of "B" resembles soap bubbles of various sizes—less symmetrical than real bubbles. An attractive initial adds much to the effect of the printed page. Try your hand at originating plain or decorative initials—You will find it interesting—Suggestions and criticisms cheerfully given.

**ENGROSSER WANTED**  
 For complete details write  
**The Educator, Dept. Z**  
 612 No. Park St. Columbus, Ohio

Sanford Graham, who is well past 80, sent us a copperplate script signature which looks like the writing of a young man of 20. We congratulate Mr. Graham on his unusual skill and good health.

\$1504<sup>00</sup>

*Wheeling, W. Va. May 11*  
*National Exchange Bank*  
*Pay to M. W. Peterson & Co on order*  
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*J. D. Lowman & Co.*

Easy business writing by F. B. Courtney, Detroit.

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*has completed the prescribed course of study in the  
Department of this College and having  
passed a satisfactory examination is found*

*Worthy of Graduation*

*In Testimony Whereof this Diploma is awarded at  
this day of 19*

*Principal*

Accurate script is appropriate for many occasions, especially for diplomas. This is some of the finest script we have seen lately. It is a product of The Martin Diploma Co., Boston.

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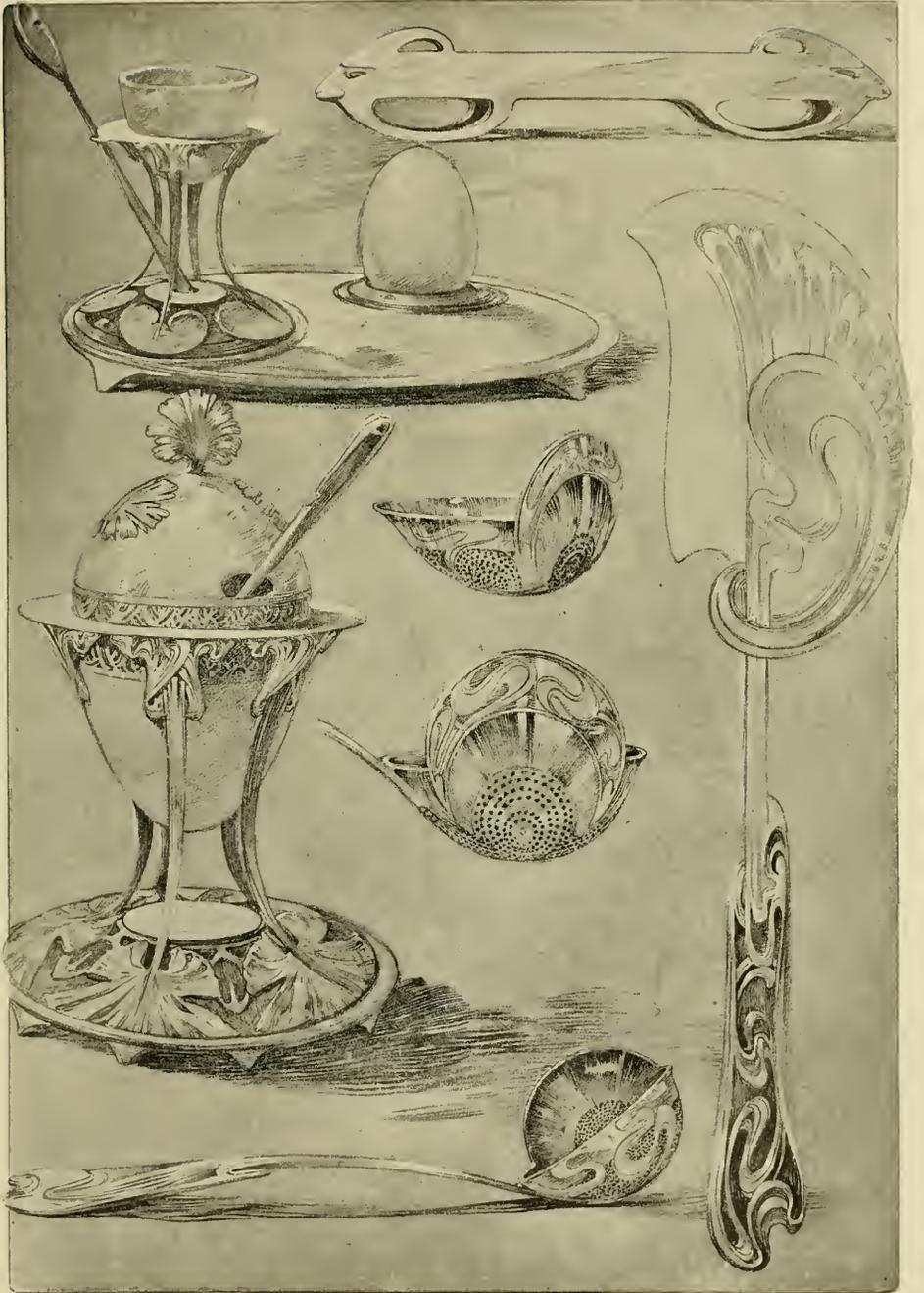
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## ORNAMENTAL DESIGNS

The engrosser can frequently get usable ideas from various sources. Carry a notebook with you and when you see an idea, jot it down. On the moving picture screen are many usable suggestions, especially in lettering. The reproduction on the following page may interest engrossers. The cut was loaned to us by G. H. Lockwood, Kalamazoo, Michigan, and was originally published in the "Student's Art Magazine." Borders or scrolls can frequently be made from suggestions received from designs made by artists in other lines of work.



# Practical Lettering

**A B C D E F G H I J**  
**K L M N O P Q R S T**  
**U V W X Y Z & .**  
*abcdefghijklmnopqrstuvwxyz*  
**UVWXZ** FRENCH ROMAN **1234567890**

Everyone interested in penwork should study the Roman Alphabet first, after all, the Roman Alphabet is the foundation of most letters even in the script. All that is necessary is for one to examine the Roman Alphabet and compare it with the script forms to see the similarity. The foundation is the same in both Roman and script. Slight changes are made by the addition of a few strokes or the elimination of shades.

Manuscript Writing is very closely associated with the Roman Alphabet. One of the outstanding advantages of Manuscript Writing should be in laying a good foundation for later Cursive Writing.

We suggest that you make the above alphabet, using a drawing board, T-square, triangle and hard lead pencil. Make the capital letters about an inch high. That will be about twice as large as the reproduction. The vertical strokes should be made with a hard lead pencil (about

4H) along the triangle. This will make your letters vertical. While we should try to train the eye to see the spaces, we suggest that you make the letter, then measure it. Erase and repencil until you get the letter as nearly perfect as you can. By keeping your eraser pointed, you can erase small sections of the letter without disturbing the other parts.

Use a good grade of cardboard that will stand a lot of erasing. After you have the letters carefully penciled, ink them in with a common pen. With the T-square triangle, rule in as many of the straight lines as possible. After you have inked in the letters, take a real fine pen and touch up the corners and flat places making the letters as smooth as possible.

Let us see some of your practice work. We will be glad to offer suggestions if you will include return postage.

## Our Men Need Books

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That book you've enjoyed—pass it along to a man in uniform. Leave it at the nearest collection center or public library for the 1943 VICTORY BOOK CAMPAIGN, or mail to 1943 VICTORY BOOK CAMPAIGN, Room 1503 Empire State Building, New York, N. Y.

### INDIVIDUALITY IN HANDWRITING

Much has been said about individuality in handwriting. There are those who excuse poor writing with a statement that their writing is individual. There is a difference between good individual writing and careless, illegible writing. Writing should be legible under all conditions.

In last month's issue of the Educator, we published a good example of stub pen penmanship. If you are going to use a stub pen, learn to use it in such a way that your writing is at least legible. Stub pen penmanship can be made beautiful and it can also be done rather rapidly. We would not attempt to advise individuals in the different kinds of pens each one should use, but we would like to encourage each one, regardless of the instrument he is using, to write courteously. Etiquette demands that you write legibly. It is quite an inconvenience and an aggravation to your friends when they receive writing which they cannot read. It is a loss of time and money. By following the lessons in the Educator or by securing a Manual on handwriting, one can, in a short time, make his writing legible. Expert writing requires considerable skill, but illegible writing oftentimes may be prevented by making a few slight changes in one's writing. For instance, make distinction between "e" and "i", get the turns in "u's" and "n's" rounding and the retraces pointed. Also watch finishing strokes, particularly on the "o" and "a", "v" and "w".

As a rule one is better off to keep his writing simple, leaving off as many unnecessary strokes as possible.

Give your own handwriting careful study. Handwriting like any other subject can be improved by a little intelligent study. If you can consult a teacher of penmanship, do so. Most people will gladly help one to improve.

(See following page)



Write for my free book "How to Become an Expert Penman", which shows what others have accomplished by taking my course. Enclose 10c for one and your name with a beautiful flourished bird on a card. Write today.

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a b c d e f f g g g h  
h i i j j k k l m n o p  
p q r s t t u v w x y y  
y z z z. 1 2 3 4 5 6 7 8 8 9 0 ?

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D E E E E F F F F G G  
G H H H H I I I J J  
K K K L L L L M M M  
M N N O O O P P P Q  
Q R R R S S S T T T  
T U U U V V V W W W  
X X X X Y Y Y Z Z Z

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C. H. Cumming. D.D. L.L.P.



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By \_\_\_\_\_

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*S* *Study and practice should be properly combined.*



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Fielding Schofield, who taught in the Gem City Business College's special Penmanship Department, was an artist of unusual ability and a very careful workman. He was a master with the pen. The accompanying specimen is a historical one, or should we say, one which should be preserved by every penman, and one which places Schofield in the ranks of the immortals in penmanship.

# BOOKS ON BUSINESS PENMANSHIP

The following books are the best to be obtained on the subject. No similar publications have ever had such a large sale as these books are having today. One of the secrets of the success of many persons is that they are able to advance themselves with the aid of good books. This ability every ambitious person should acquire.

Persons who intend entering the Zanerian College will find it greatly to their interests to secure as many of these works as possible and master their contents before coming. By so doing pupils are able to complete the course in the Zanerian in less time than they otherwise could. Of course, the books are not for prospective Zanerian students alone, but for all who wish to master the subjects treated. If a number of books are desired at one time, write for special prices.

## ZANER METHOD WRITING MANUAL 144



Is a book on practical business writing from A to Z. It contains a complete course with clear instructions. The copies and instructions represent the best efforts and thought of those who have devoted the greater part of their life to the cause, and with this book they have solved the problem of producing a system of writing which is easy to teach, easy to learn, easy to read and easy to write.

The style of writing presented is such as is in demand in our practical age. The instructions are so explicit and the copies so well graded and executed that no one need go without a good handwriting. The book is not only designed as a self-instructor for the home student who wishes to improve his penmanship, but it is also intended for the use of high and business school pupils, and also for teachers who wish to prepare to teach penmanship.

Contains 112 pages and is being used widely throughout the country by correspondence students, home students, high and business college students, as well as by many private schools.

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## CORRELATED HANDWRITING COMPLETE TEACHERS' MANUAL



The Complete Teachers' Manual contains a series of penmanship copies from the first grade through the Junior High School which have never been equalled. They represent some of the very best pen work Mr. E. A. Luper has ever produced. The lover of fine penmanship will find many specimens in this book which are worthy of a place in any scrapbook.

These splendid penmanship copies are accompanied by instructions which represent the very latest and best in Penmanship Methods from a practical and theoretical standpoint. These instructors are by Frank N. Freeman, Professor of Educational Psychology, University of Chicago, and represent the results of over twenty years of scientific investigation in the field of handwriting.

Students of handwriting will be much interested in Dr. Freeman's ideas and methods.

This Complete Manual of 248 pages is beautifully bound in paper, and is well illustrated. Surely every collector of penmanship books and specimens and every penmanship student will wish one of these books for his library.

Price, postpaid, 70c

## ZANER & BLOSER MANUAL 96



The penmanship examples are some smaller in size than those in our Manual 144.

The first ten pages contain numerous illustrations, and fully explain the essentials of success in learning to write, such as correct position, movements, speed, etc.

Then follows a very complete course of penmanship copies and instructions consisting of 135 lessons.

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The book is typical of the title, a real "Short Cut to Plain Writing."

It is constructive rather than revolutionary, and reformative rather than reactionary. It is based upon the idea that it is better to improve the quality of the writing rather than change the style; that most writing is poor on the part of a few letters only and that it is better to change the good ones. Of course, it is a book for busy adults rather than for children; neither is it intended for people who are "set" in their theories, but rather for the growing, going, ambitious, progressive people.

It's different; it's unconventional; it's stimulating; it's helpful; it's concrete in its suggestions.

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## FUNCTIONAL HANDWRITING



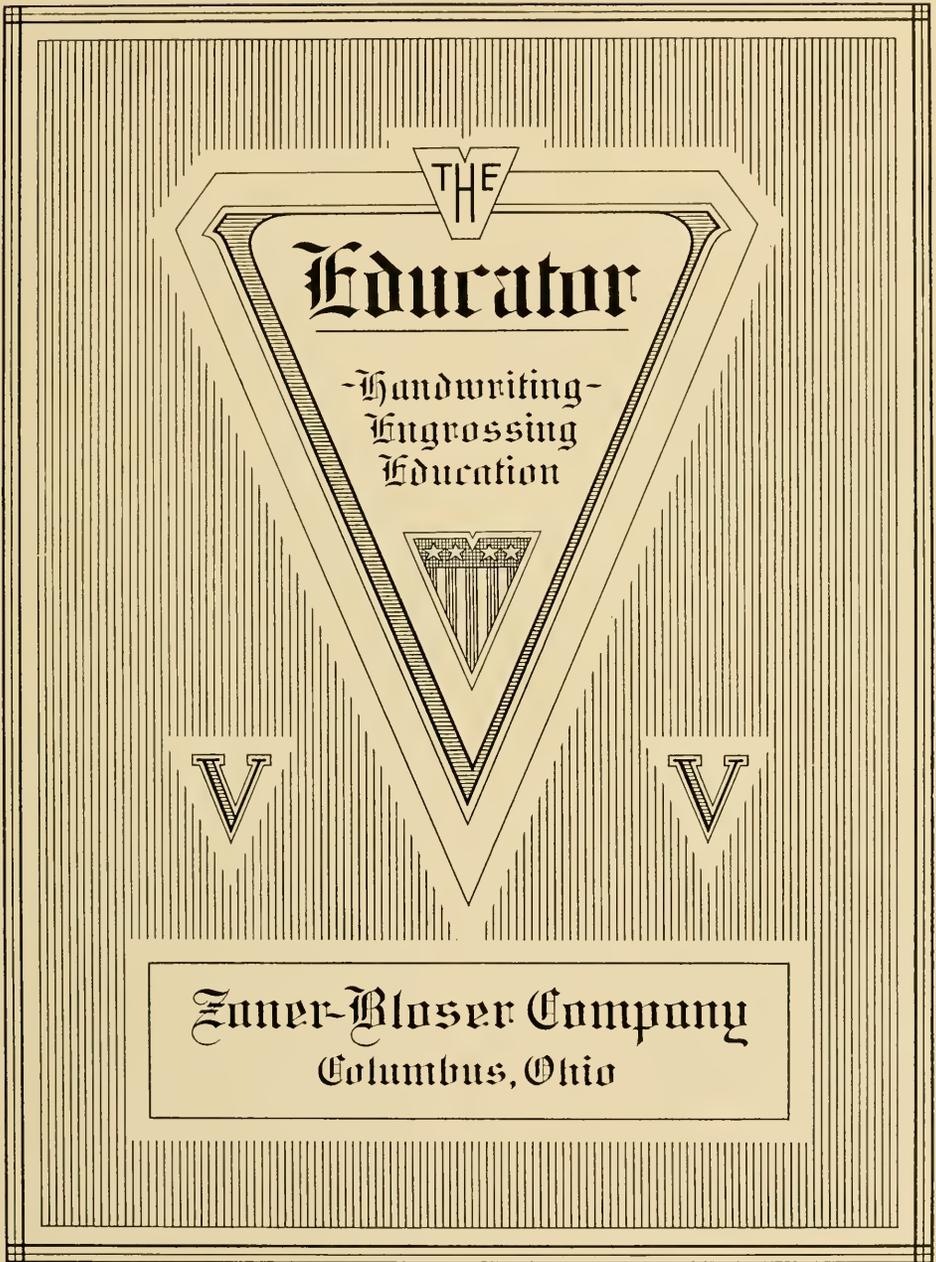
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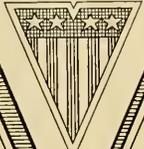
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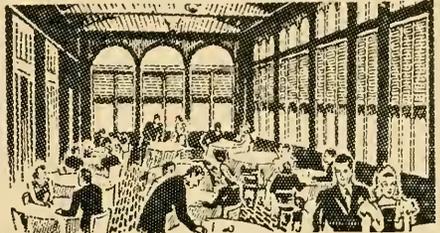
The timely cover this month  
 is by **H. C. RICE,**  
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Mr. C. E. Brumagim, of 6105 Lansdowne Avenue, Philadelphia, Pennsylvania, died January 23. Mr. Brumagim followed penmanship for many years and was a highly skilled penman. He attended the Zanerian College of Penmanship in 1913, and was connected with the Strayers Business College in Philadelphia.

The Editor received some of his first inspiration from Mr. Brumagim. His work was delicate, accurate and graceful. Thus, the Educator loses another faithful friend and the profession an enthusiastic, skillful penman.



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Help a man in uniform enjoy his leisure hours. Give your good books to the 1943 VICTORY BOOK CAMPAIGN. Leave them at the nearest collection center or public library, or mail to 1943 VICTORY BOOK CAMPAIGN, Room 1503 Empire State Building, New York, N. Y.

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# The Educator

America's Only Handwriting Magazine

VOL. 48

COLUMBUS, OHIO, MARCH, 1943

No. 7

## CURES for Common School Ills

With malice toward none—realizing that even your best friends won't tell you—

We, the committee, humbly submit our cures for common, everyday, school ill.

No. 6

Busy Miss Hubbard went  
to the cupboard  
To get her star pupil  
some paste.

She opened the door  
and on the floor  
Topped all of its  
contents in haste.

Is Miss Hubbard's cupboard typical of yours? If it is, it is time that you thought of a practical way in which to keep order

in your cupboard. Children enjoy keeping the cupboards clean if the job is given to them honorably. If you have a health club or any other type of club in your school, you might elect one or two people to be cupboard monitors. It would be their duty to see that everything is kept in its place and that the cupboards display a neat arrangement of articles. The cupboard monitor's task should include keeping books neatly arranged in the bookcases. Let the pupils select their own monitors and, with the guiding help of the teacher, decide the duties.

### The Committee

Edith Becker  
Mrs. Betty Anderson  
Mrs. Mary McDevitt

Kathleen Mulryan  
Margaret Sorenson  
Marguerite Zimmer  
Mildred Hulik

Courtesy of Lake County Board of Education, Waukegan, Illinois

### THE EDUCATOR

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PARKER ZANER BLOSER .....Business Mgr.

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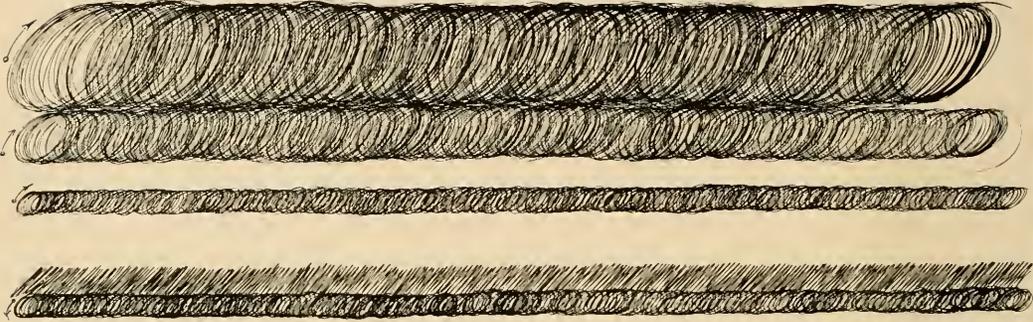
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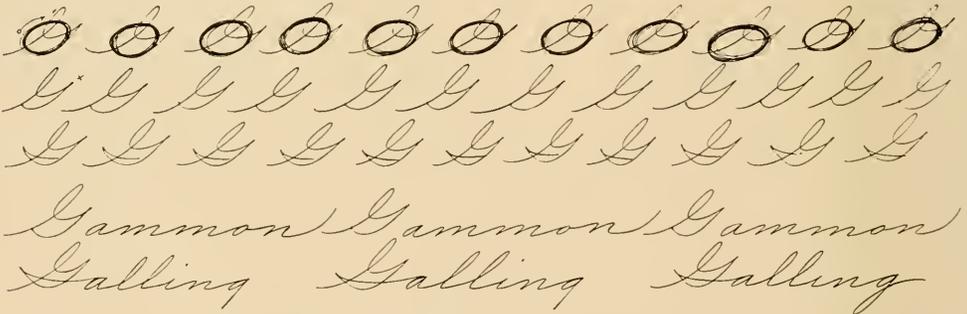
THE EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Wartime Business Penmanship

Because of the large number of men in the service, who are compelled to write at whatever place they happen to be, under all conditions and because they have a great desire to write, there is a greater demand for handwriting today than ever before. Then too, there is a shortage of typewriters. Let those of us at home, who have the opportunity, do everything we possibly can to learn to write legibly and easily.



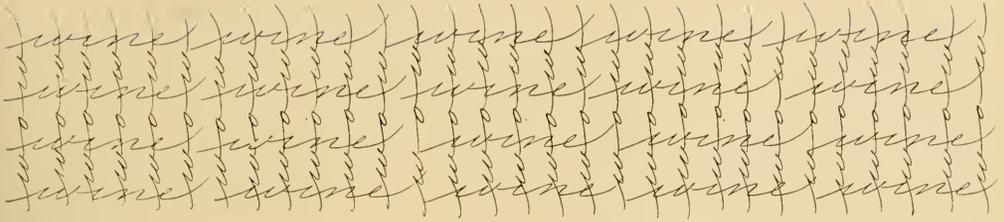
Before starting to practice, it is a good idea to loosen up the muscles the same as a baseball pitcher in the bull pen "warms up." Nearly all athletes go through a little preliminary exercise before entering a contest. You will find the above exercises very good to use in getting in shape for the real writing lesson. Penmen have found these exercises very helpful in the past. They may be, in themselves, meaningless, but as a penmanship muscular developer, they are worth trying.



Where you have trouble in getting a smooth, free movement like at the bottom of the G, work in an exercise on that part of the letter, as suggested in the first line. Study proportion and shape of each letter.



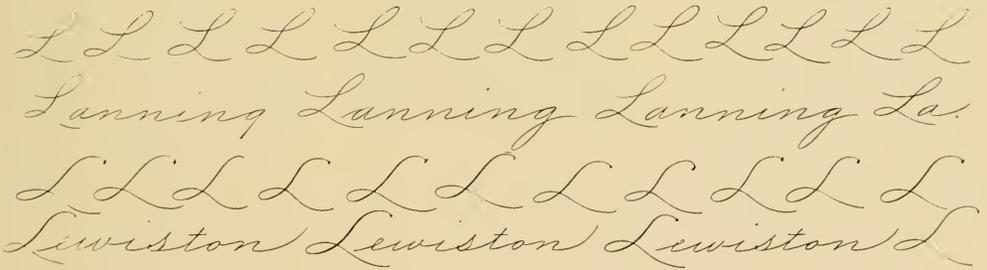
Keep the back of the I and J straight. Both letters start the same.



This is a good exercise to develop freedom and system in your practice. It would help in spacing. We suggest this copy especially for students who crowd their work.



Are all of your loops open? After writing a page, check back through all of your loops to see that they are all open and uniform in size.



A compound curve on the back of the letter is the one which should receive most of your attention. Study the size of the loops and the directions in which they point.



The top of the T gives many students much trouble. See that you practice faithfully on the top part alone. Study the beginning curve and the position of the cap.

# American Junior Red Cross

Last September, the 15th to be exact, the American Junior Red Cross celebrated its twenty-fifth anniversary. More than half of the 29,000,000 boys and girls of all ages in primary and secondary schools in this country are members of this organization. In addition, Junior Red Cross groups are active in many other countries throughout the world.

A quarter of a century ago Junior Red Cross members produced upwards of 15,000,000 articles for personal and recreational use by the armed forces. They established a National Children's Fund, to which they contributed \$3,000,000 from their earnings and collections. For 25 years this fund has been at work in this country and abroad for the benefit of young people. It has been used to equip playgrounds and orphanages. It has been used to provide food, clothing and other essentials to children in distress. It has been used to furnish books for schools lacking these essentials of education. In fact, it has been used in almost every way calculated to be of benefit to young people.

In the years following the World War, the Junior Red Cross program of community and world service was expended in many countries. Constructive activities were carried on in schools all over Europe, in the English-speaking countries, in Japan, Thailand, India, Iceland, and in Central and South American nations. Although Junior Red Cross societies of other lands have generally been extremely active, the greatest force in this world-wide movement has come from the United States.

Today the American members of this organization are making material contributions to the humanitarian needs engendered by the war. War orphanages have been established with American Junior Red Cross funds. Refugees all over the world have been clothed with garments made by American school girls. America's soldiers and sailors are reading thousands of books collected by Junior Red Cross members in the Victory Book Campaigns. Since the beginning of the expansion of our armed forces, Junior Red Cross members have made some 3,000,000 articles for use by soldiers and sailors in recreation rooms, hospitals and on other occasions. These are from a list of more than 70 that includes

pingpong tables, afghans, book carts, lamps, games of all kinds, and similar items.

The Junior Red Cross salvage program, officially termed the "War on Waste," has taught many a youngster



the need for conservation and has resulted in the collection of thousands of tons of paper, rubber and other materials. Junior Red Cross members have been on hand to assist both officials and the public on the various registration and rationing days, working as clerks, receptionists, guides, and performing other tasks.

In the general activities of the American Red Cross the Junior members have taken an active part. More than \$500,000 was contributed to the War Fund collected in 1942, and Junior organizations everywhere have been planning ways and means of raising contributions for the 1943 Red Cross War Fund. Last year these young people earned 260,000 first aid certificates and organized Junior Red Cross First Aid Detachments in many schools. More than 37,000 of them were awarded Red Cross Junior lifesaving certificates, while 44,000, mostly girls but including some boys, also successfully completed the Red Cross course in home nursing.

Despite the stress of war and the

preoccupation of Junior Red Cross members with programs designed to be of service to our own people, these young people have not forgotten those of other lands. Last fall 100,000 gift boxes, each containing at least 12 articles, were packed by them and shipped abroad as space would permit, to be distributed to youngsters in foreign lands. Gift boxes were sent to England, Ireland, Iceland, Greenland, Alaska, and Central and South American countries. Along with these boxes went thousands of pounds of hard candy. In England these gifts were destined not only for English war refugees and orphans, but also for those from European countries who had found shelter in the British Isles.

Ever since its creation by President Wilson the Junior Red Cross has operated in the schools. Its primary principle is to learn by doing. Thus the organization offers our boys and girls excellent opportunities for worthwhile service in the world at war. With millions of members in thousands of communities, the American Junior Red Cross is today making a real contribution to our country and, in the long run, to international understanding.

President Roosevelt has named March Red Cross Month. During that period the 1943 Red Cross War Fund of \$125,000,000 is being raised. Your contribution to this fund will guarantee the maintenance and necessary expansion of Red Cross activities on behalf of the armed forces at home and abroad, and on behalf of the civilian front.

## Our Men Need Books

Send All You Can Spare

GIVE A BOOST WITH A BOOK—Good books, in good condition, are wanted by the 1943 VICTORY BOOK CAMPAIGN for men in all branches of the service. Leave yours at the nearest collection center or public library, or mail to 1943 VICTORY BOOK CAMPAIGN, Room 1503 Empire State Building, New York, N. Y.

# The Eastern Commercial Teachers' Association

Largest organization of commercial teachers in the U. S.  
(Joseph Gruber, Publicity Chairman, Central Commercial High School, 214 E. 42nd St.)

In the interests of war economy, the 46th Annual Convention of the E. C. T. A. will be held in conjunction with the Convention of the Commercial Education Association, at Hotel Commodore, New York City, April 21, 22, 23 and 24.

"War Time Problems in Business Education" will be the central theme which will be developed through general as well as section meetings, all to be followed by discussions in which the audience will participate. The problems to be considered will deal with two main topics:

**War Time Problems of Management and Adjustment, and War Time Problems of Classroom Procedure.**

The central theme will be related to all branches of business education as they apply to public, private and parochial schools on the secondary and collegiate levels.

## PROGRAM

**THEME: "WAR TIME PROBLEMS IN BUSINESS EDUCATION"**

Wednesday, April 21

Visits to schools, stores and business offices. Meeting of Executive Board.

Thursday Morning, April 22

Visits to schools, stores and business offices. Official tour of exhibits.  
Thursday Afternoon, April 22

**OPENING MEETING:**

The President's Message: Clinton A. Reed, Chief, Bureau of Business Education, New York State Education Dept.

**WAR TIME PROBLEMS IN BUSINESS EDUCATION:**

From the viewpoint of:

- The Principal of a large City High School, William L. Moors, Prin. John Hay High School, Cleveland.
- The Principal of a large Private Business School. Dr. William Sope, Pres. Drake Business College, Newark.
- An Employer of a large force of Office Workers. Lydia G. Giberson, M.D., Medical Div., Metropolitan Life Insurance Co.
- A Large War Industry. L. W. Mosher, General Office Accounting Dept. General Electric Co.

Thursday Evening, April 22

Banquet:

Toastmaster: Clinton A. Reed.

Address: "Business Education for Victory," Dr. Willis A. Sutton, Supt. of Schools, Atlanta.

Reception and Dance

Saturday Morning, April 24

General Meeting: Chair., Miss Mary Stuart, Vice Pres. E.C.T.A., Brighton, Mass.

Address: "Today—The War—Everybody's Business," Lieut. Richard M. Kelly, U.S.N.R., Public Relations Officer, Third Naval District, New York.

Address: "Tomorrow—After the War—Everybody's Business," Colonel M. Thomas Tehou, (former Secretary to Generalissimo Chiang Kai-shek).

Business Meeting: Election of Officers and Members of Executive Board.

The members of The  
E.C.T. A. have always been  
boosters for good penman-  
ship.

## SECTION MEETINGS

Friday Morning, April 23

**Problems of Curriculum Adjustment**

Under the direction of Sadie L. Ziegler, Secretary, Rider College, Trenton.

Chair.: Charles W. Hamilton, Assistant in Secondary Education, New Jersey Dept. of Public Inst., Trenton.

Assistant Chair.: J. Goodner Gill, Vice Pres., Rider College, Trenton.

"The Business Educator's Immediate Job in the War Emergency," Dr. Hamden L. Forkner, Prof. of Education, Teachers College, Columbia Univ.

"The People Speak as to War Time Business Curricula," Alexander S. Massell, Prin., Central Commercial High School, New York.

"Preparation for Government Service and Placement Problems," Dr. Earl P. Strong, Special Agent, Research in Business Education, U. S. Office of Education, Washington.

General Discussion by Members of the Audience.

**Problems of Personnel Adjustment**  
Under the direction of Mrs. Frances Doub North, Western High School, Baltimore.

Chair.: Mrs. Margaret L. Radoff, Western High School, Baltimore.  
Assistant Chair.: Dr. Anson B. Barber, Madison College, Harrisburg, Va.

"Problems of Personnel Adjustment from the Junior College Point of View," Marsdon A. Sherman, formerly with San Jose Junior College, Calif.

"Problems of Personnel Adjustment from the University Point of View," Professor Cecil Puckett, Univ. of Ind.

"Problems of Personnel Adjustment from the Point of View of the Director," Clarissa Hills, Dir. of Business Education, Johnstown.

**Problems of Student Mental and Emotional Stabilization**

Under the direction of Conrad J. Saphier, Dept. of Secretarial Studies, Samuel J. Tilden High School, Brooklyn.

Chair.: John M. Loughran, Prin., Christopher Columbus High School, New York.

Assistant Chair.: Mrs. Charlotte Deegan Chickering, Secretarial Department, Jamaica High School, N. Y.

"Problems of Student Mental and Emotional Stabilization," Katherine Reif, Guidance Counselor and Teacher of Health Education, Samuel J. Tilden High School, Brooklyn.

"Emotional Stability of Students in War Time," Dr. Ruth Strange, Professor of Education, Teachers College, Columbia Univ.

"Adolescence in War Time," Dr. Morris Krugman, Chief Psychologist, Bureau of Child Guidance, New York.

General Discussion by the Audience.

**Problems of Supplies, Equipment, and Maintenance**

Under the direction of Dr. Noel P. Laird, Prof. of Advertising, Franklin and Marshall College, Lancaster.

Chair.: Clyde B. Edgeworth, Sup. of Com. Education, Baltimore.

Assistant Chair.: Louis A. Rice, Prin., The Packard School.

"Keeping the Schools Going During the War," Dr. Harvey A. Smith, Supt. of Schools, Lancaster.

"Supplies and Equipment Adjustments for War Time Economy," John G. Kirk, Dir., Com. Education, Philadelphia.

One Speaker to the Announced.

General Discussion by the Audience.

**GIVE GOOD BOOKS  
TO ARMED FORCES**

# WAR SPURS HANDWRITING

From many sources we notice a growing interest being manifested in handwriting, especially in high schools preparing people for office work. Most people are required to do more handwriting today than in recent years and are realizing a lack of ability to write well. An article recently appeared in The Rochester Democrat and Chronicle, which states that the war has put many people on their feet financially again and is also putting penmanship back in a prominent place. It states that the increasing lack of available typewriters causes people to discover that they must do more longhand writing, both in business and social correspondence.

## Typewriters Frozen

An enormous demand for handwriting has been created by the boys in service. The article calls attention to the fact that typewriters have been frozen and that the government has been securing as many used machines from business places as possible in order to do the work required of the Armed Forces. This has made a shortage of typewriters among business firms and offices, which increases the demand for good handwriting.

## A Growing Need

The newspaper in making a survey of the work being done in schools in handwriting, finds that school officials have recognized the need for good penmanship and that much is being done to get the students interested in improving themselves in handwriting. Mr. Clifford M. Ulp, Supervisor of the School of Arts at Mechanics Institute, believes in good handwriting, and that it is a desir-

able attribute. He receives many letters and evidence that convinces him that good penmanship is greatly needed today. More systematic drill classes are needed in high schools.

## Demand for Lettering

This institution conducts classes in manuscript and lettering. The Educator is glad to see Mechanics Institute giving instructions in some of the broad pen alphabets, such as Old English, and Engrossing Text, etc., as well as the standard styles of lettering such as Roman, Egyptian, etc. It is worth giving some attention to these styles for the demand for this kind of lettering is on the increase. You can see it in more signs, magazines, circulars, etc. A number of good positions are open at the present for good engrossers.

We sincerely hope you will have a regular class in handwriting for legible handwriting is a social "must", a good recommendation in business and a valuable life companion.

Good handwriting helps pupils to advance faster in school and make the teacher's work easier. First positions are often secured because of good handwriting and promotions are frequently made because of neat, accurate work.

Persons trained to be neat and careful with the pen are usually careful and proficient in other things. Holding regular classes in handwriting is the best way of acquiring the necessary skill to write well.

Teachers Are Improving  
The Business Education Depart-

ment of the public schools of Rochester, under the direction of Charles E. Cook, employs Mrs. Arthamann, a champion of good penmanship. Mrs. Arthamann gives "Pep Talks" to the pupils along with blackboard demonstrations. She emphasizes the good points of writing and inspires the students to want to do good handwriting. She states that many public school teachers are improving their own handwriting as well as making a serious effort to raise the standard of handwriting among the pupils. In many places teachers are taking correspondence instruction, holding teachers' meetings and practicing diligently.

## Drill and Remedial Classes

In the high schools there has been a tendency for pupils to disregard handwriting. In many high schools the handwriting became atrocious. There is a marked improvement today toward handwriting in the high schools. Many are conducting regular drill classes while others have remedial classes trying to bring all up to standard. From Baltimore, Maryland, The Educator gets a report that that city is endeavoring to do something about the handwriting in the senior high schools. Surely no high school student should go out into an office position or into a university without being able to write legibly and freely. It is something that practically everyone can learn to do by studying and practicing intelligently.

## Improves Present Style

Mrs. Margaret F. Lunger, head of the English Department of the School of Commerce in Rochester, emphasizes penmanship in some of the classes, especially in accounting

## Preliminary Test

I can write the words in this sentence within two minutes, with an easy fluent movement, and with a legibility and speed equal to the standard for the elementary schools.

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z  
1 2 3 4 5 6 7 8 9 0 - 1 2 3 4 5 6 7 8 9 0 - 1 2 3 4 5 6 7 8 9 0

High School and Business College students should write as well as the above.

and bookkeeping. Evidently Mrs. Lunger does not try to change the style of a student's handwriting in her department but works on the theory that you can improve the style that they have easier than to completely change it. Many teachers have found that this is a sensible way of teaching.

You may induce a pupil to make some change in letter forms like rounding out turns, opening e's, and dozens of other little things which affect legibility, while you might not be able to get him to change some of the larger things.

You can start in gradually on little things and if the pupil responds readily you can eventually make a

radical change in his handwriting. If you can get a student to write legibly and with a fair amount of ease you have accomplished much.

The teacher who has not given much attention to handwriting and is at a loss to know what to do to help her students improve their writing will find it of considerable help to check their work in a systematic way by using a key similar to the following:

Pupils can check their own writing. Have them consider one quality at a time and compare their own work with their textbook. Yes, by all means see that they have a good text book and that they use it.

1. .... SIZE ..... Irregular ..... Too large ..... Too small
2. .... SLANT ..... Irregular ..... Too slanting ..... Nearly vertical
3. .... SPACING ..... Irregular ..... Crowded ..... Scattered
4. .... APPEARANCE OF PAGE ..... Poorly arranged ..... Spotted  
Corrections
5. .... LEGIBILITY ..... Some letters not readable ..... Angular letters ..... Loops closed or too large ..... Poor ending strokes
6. .... LINE QUALITY ..... Kinky slow ..... Too light ..... Too heavy
7. .... CAPITAL LETTERS WEAK
8. .... Buy War Bonds

### BUSINESS COLLEGE

Going over to the Rochester Business Institute, which for many years has been one of the leading business institutions and promoters of good handwriting in the country, we find today a revival of interest in handwriting not experienced in the institution in many years. They are today giving courses in handwriting to their students. One of the teachers called attention to the fact that many of her pupils use typewriters in school and at home to such an extent that they neglect their longhand. Evidently with the shortage of typewriters these pupils will experience difficulty and will begin to realize the importance of handwriting. Most people are faced with the fact that it is not possible to do all writing on a typewriter. Many reports must be made to state and government which must be in long hand.

### WRITE LEGIBLY

Someone raises the question whether it is good etiquette to write social letters on the typewriter. Naturally we are compelled to state that if you have a friend in the service write to him whether you use a typewriter or longhand. We don't pretend to be authorities on etiquette but we do know from experience that the boys in the service appreciate letters that are readable. Their time is more important than office workers. They do not have time to decipher illegible writing. Emily Post would therefore say, "Legible Handwriting is a Social Must."

Whitewater, Wis. April 5, 19

The Zaner-Bloser Co.

Columbus, Ohio.

Gentlemen:- This is a specimen of my writing after completing the work in Z. & B. Manual 96, and which is submitted with the hope of obtaining a High or Business School Certificate.

Sincerely yours,

A. Jean Miller

Can you write as well as the above?

# Motivating Capital Letter Drill Through Channels of Interest

## The Situation

It is the beginning of the year. The teacher of this second grade finds she has a class of average ability. They had a splendid first year with manuscript. The majority of the class already can recognize the print forms at sight. They can also write many letters by dictation. They did not find need for many capital letters during their first year, hence this family is not familiar to the entire class.

One definite objective for the teacher this second year is to teach the capital forms and to teach them through channels of immediate interest and which will provide sufficient repetitive drill to produce clear legible letters.

As you know, the war interest has permeated every child on every grade level. The child in second grade is conscious of such agencies as health, safety, conservation, citizenship, air-mindedness, etc., which are working toward ultimate victory for the United Nations. He is doing his small bit and doing it willingly. The alert teacher capitalizes on these agencies as she prepares her teaching plan for a lesson in manuscript. At the present time the "Scrap Drive" is on.

She sees possibilities for teaching Capital S and proceeds with the following steps:

## Procedure

1. Child prints his name in first space through center.
2. A discussion on the need for scrap precedes the practice.
3. Child creases his paper in four equal parts.
4. The teacher sets up a similar form on the blackboard.
5. She writes the short sentence, **Save scrap**, two times, a word in each column.
6. She explains the importance of spacing letters equally so as to fit attractively in each block.
7. She has purposely selected words of four or five letters which will fit into the sections on paper without undue cramping.
8. The child writes two or three lines of the sentence.
9. He follows this with several lines of drill on capital S, placing three letters in each section.
10. Drill is continued on word **Save**, one word in each block.

11. The word **scrap** is then written, followed by drill on small s and p.

12. The sentence is then rewritten with emphasis on quality of line and uniform spacing.

13. Time is given for discussion on papers as a whole and individual comments.

This procedure may require two or three periods for its completion but the child's interest will not wane and he will be ready to suggest sentences for other capital letters developed in the same manner. The letters may be grouped under different heads. Air raid rules and fire drill rules bring forth the following capital letters:

- A - Aid others
- O - Obey rules
- M - Make room
- P - Pass right
- K - Know exits
- Q - Quick steps
- U - Use your head
- L - Look both ways
- Z - Zones tell places
- C - Close doors

Every capital letter can be motivated through these various channels of interest and the results will be gratifying to both teacher and child.

|                  |                                                     |
|------------------|-----------------------------------------------------|
| 17 East Main St. | Rochester, N.Y. Dec. 1, 19... No. 714               |
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|                  | H. Y. Zornes                                        |

# Report on Handedness

Following are a few significant data selected from a summary of a questionnaire sent out to the elementary teachers of Berkeley, California.

Of the entire kindergarten and elementary school enrollment, 5299, there were 75 or 8.96% left-handed children.

Of the total number, 158 teachers, 148 or all but ten have left-handed children in their classrooms.

The largest number of left-handed children was reported by the kindergarten teachers. There were 50 left-handed children in the kindergarten.

The smallest number, 22 children, was reported in the high sixth grade.

Of the 475 children reported, 273 or 57.47% were boys. 202 children or 42.52% were girls.

76 of these children were reported as partially left-handed, 172 totally left-handed, and 227 the degree of left-handedness was not stated.

It was difficult from the data submitted to determine the exact achievement of these left-handed children. From reports that could be interpreted, it would seem that the number of retarded children was equalled by the number of accelerated children in the group.

Of the 304 pupils commented upon by the teachers, 148 were reported as having no particular difficulty, 59 having difficulty with the position of hand or paper in handwriting, 39

having difficulty in the formation of letters, 22 having difficulty—writing too large or too small, 21 who were reported as slow. The remainder were reported as being careless or untidy, lack of self-control and muscular coordination, trouble with slant, quality, alignment, pressure of pencil, etc. Only 8 were showing a tendency to reverse letters or words, or had previous difficulty in this phase but it was now being overcome.

We had hoped to get specific data with regard to reading adjustment. The data submitted were particularly inadequate in giving a picture of the reading situation. One outstanding fact is noticeable:

Of the 213 pupils commented on, 21 pupils were reported as reading well or having fair results in reading.

Eliminating the 50 kindergarten children reported, of the 425 remaining pupils there were 74 for whom the I. Q. was reported, 144 for whom the M. A. was reported, and 158 for whom a reading test was reported.

In view of the above data it would seem that we need to make a more united effort throughout the city to secure test data on these particular children. It would seem wise, also, for us to give careful attention to the following points:

1. Great care should be observed that the child is in no way made self-conscious or given a feeling of inferiority over the fact that he is left-handed.

2. The left-handed children should not be segregated for any special testing program, but when intelligence or academic achievement tests are administered the data for the left-handed children should be given special consideration.

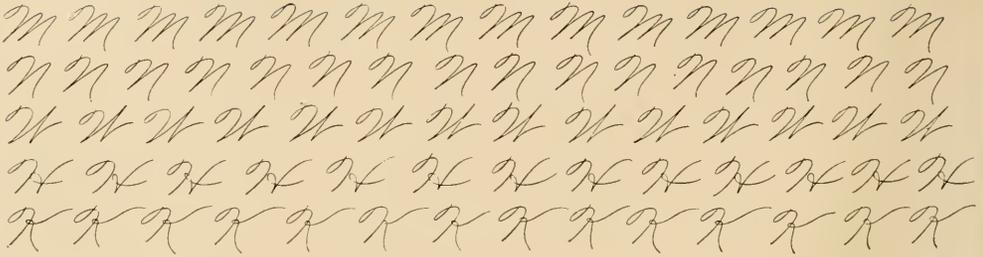
3. The child should be seated so that it is easy for him to take a position exactly the opposite of the position which the right-handed child takes in writing. If seated at a table, he should have an end place with the light coming from his right.

4. Under no circumstances should the child be advised to use the right hand if he is definitely left-handed in other manual performances, except in cases where the right hand has already been established as the "writing" hand.

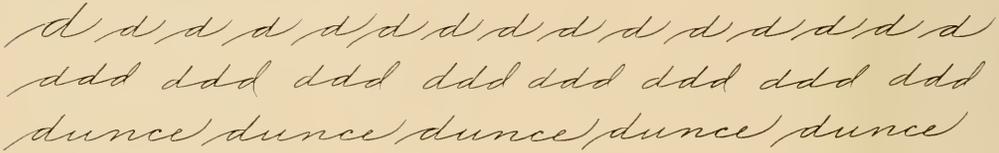
5. While the teacher is not expected to make a test which will indicate eye dominance, she should notice the left-handed child with particular care to see if there are evidences of unusual difficulty in reading. Children having particular difficulty in reading, should be referred to the principal for special study.

Ruby Minor  
Director of Kindergartens  
and Elementary Education  
Berkeley, California.

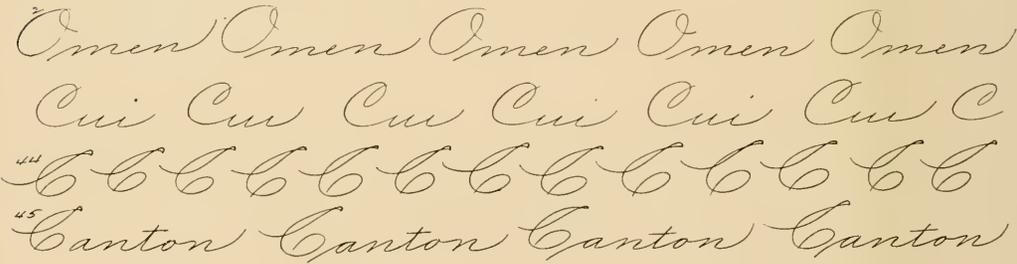
*Mr. Earl A. Luffer, Prin.,  
Janerian College of Pennmanship,  
612 North Park Street,  
Columbus, Ohio.*



The M, N, W, H and K begin with the same loop. The down stroke to your base line is the same. How many letters begin the same as these? Are your beginning loops all uniform and graceful?



The d should be twice as high as the u. Cut off the top part and you should have a good a. Eliminate the first part, and you should have a good t without the cross.



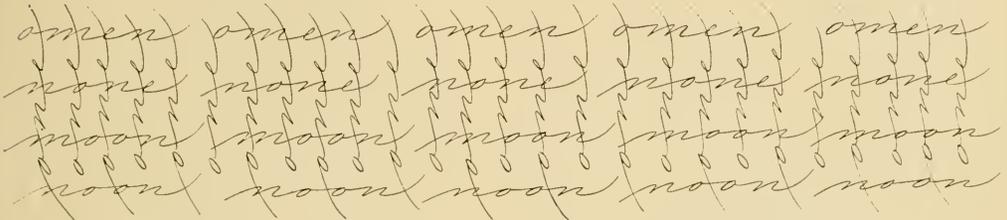
It takes a lot of intelligent, persevering effort. Don't give up because you make a few poor letters. Try to find out what is wrong, then try again. You never win by giving up.



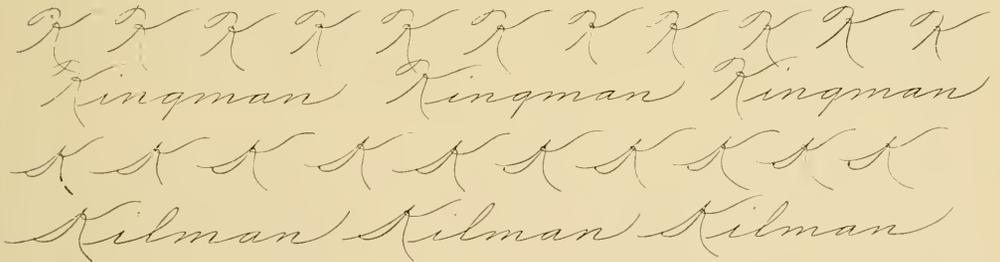
Watch the downward strokes in the copy above. They should all slant in the same direction.



After practicing the L, S and G, study the size of the loops. Are the top loops all about equal in size? If they are not, practice will help you to improve. Curve the beginning stroke considerably on these letters.



Here is another cross practice exercise. Get the o's full and rounding and the e's open. Above all, get plenty of free action.



Get the center loop in the center. It should loop around the first part. Study the quality of line. See that your touch is light and uniform.

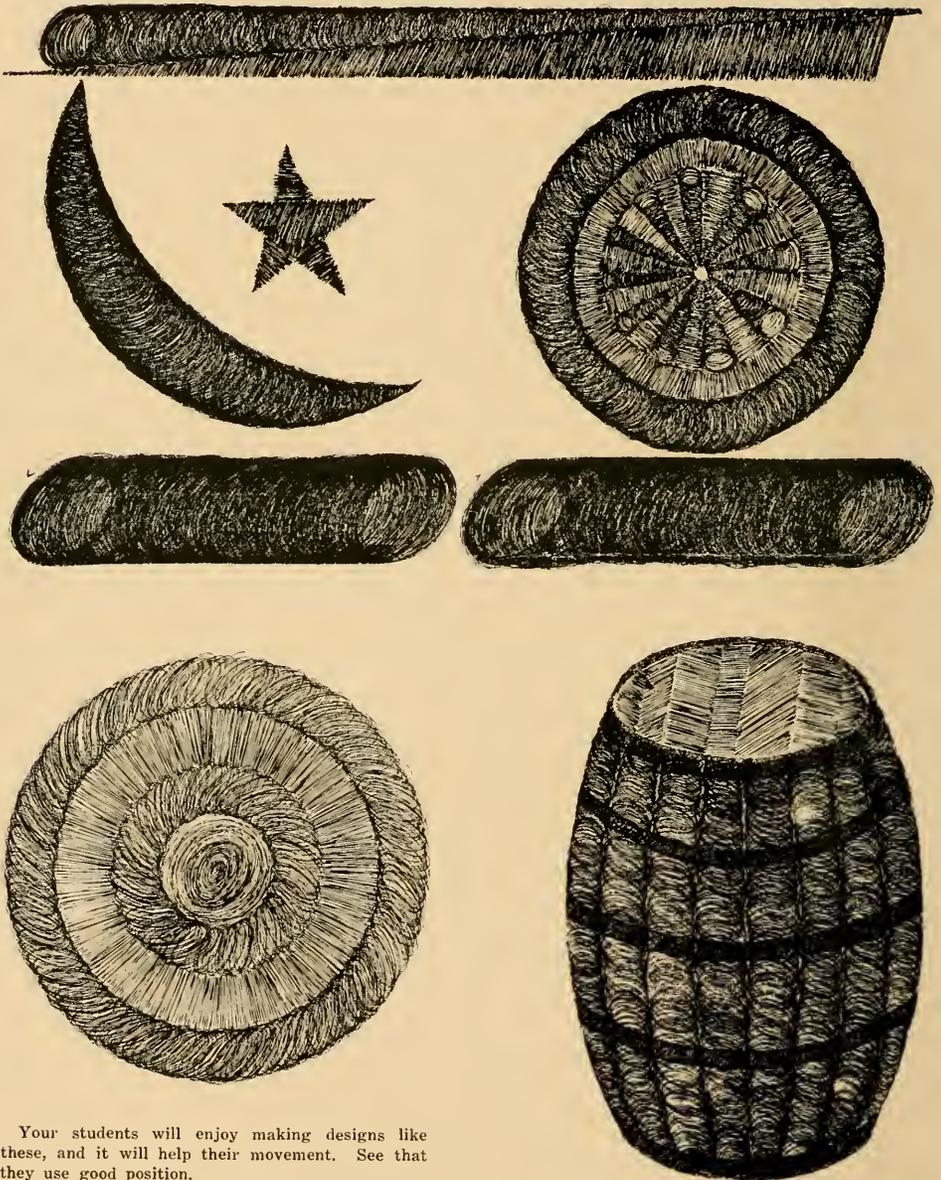


Letter combinations are very important. Stick to them until you have mastered them. Try to get your writing as nearly automatic as possible. The way to do this is to practice on letters alone until you can make them properly. As long as you have to think how letters are made your writing will not be automatic and easy.



You should not have a great deal of difficulty with these combinations. Include all of the difficult combinations you can think of.

# MOVEMENT DESIGNS



Your students will enjoy making designs like these, and it will help their movement. See that they use good position.



The Lord's Prayer above was lettered by Philip J. Hautch, 903 E. 15th Street, Brooklyn, New York, who is a correspondence student. We congratulate Mr. Hautch upon his fine lettering and workmanship. The heading was in blue and gold, while the border, decorations and flowers were in red, green, yellow, blue and gold.

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**T. M. TEVIS**

Box 25-C
Chillicothe, Mo.

# HISTORIC REPETITIONS

By P. Z. Blosser

It was recently called to my attention that a quotation written in 1918, appearing in several of the trade magazines, is just as modern and up-to-date as when it was written twenty-four years ago. We are, therefore, repeating the quotation for those who would be interested in reading it.

It has been definitely shown that the morale of our boys and of the civilian population of our country, has been closely tied up with legible handwriting.

Since letters going back and forth—some by "V" mail which must be legible in order to photograph well and some in letter form which are of no value if received in such poor handwriting that they cannot be read; it is especially important to

stress the need of good handwriting now. Our boys are fighting to preserve the things that we have and the least we can do is to keep writing letters to keep their morale at a high pitch.

The following paragraph was written by F. B. Pearson in 1918—just twenty-four years ago. Read it carefully and see how closely it applies to present day circumstances.

"Never in human history was there so great a need for legible writing as now. Thousands of men are scrawling messages which an equal number of women can scarcely decipher. Other thousands of men in camps and trenches are laboriously striving to acquire the gentle art of

writing that they may re-establish communication with their homes; while still other thousands must needs invoke the aid of friends to write the messages which they themselves cannot write. Still further, more than five millions of our own people are unable to write and so miss the joy that comes from being able to put one's thoughts and sentiments down on paper. In view of these things, it is altogether fitting that special emphasis should be put upon the subject of writing, and, to this end, that all the boys and girls of our land may come to know that legible writing is really a fine art."



*Has completed the course of instruction and is hereby  
Licensed to cut hair by the  
Gilbert Method of Natural Wave Haircutting  
Given at Worcester, Massachusetts. 19*

President

Gilbert Method Company

Instructor

# A Course in Ornamental Penmanship

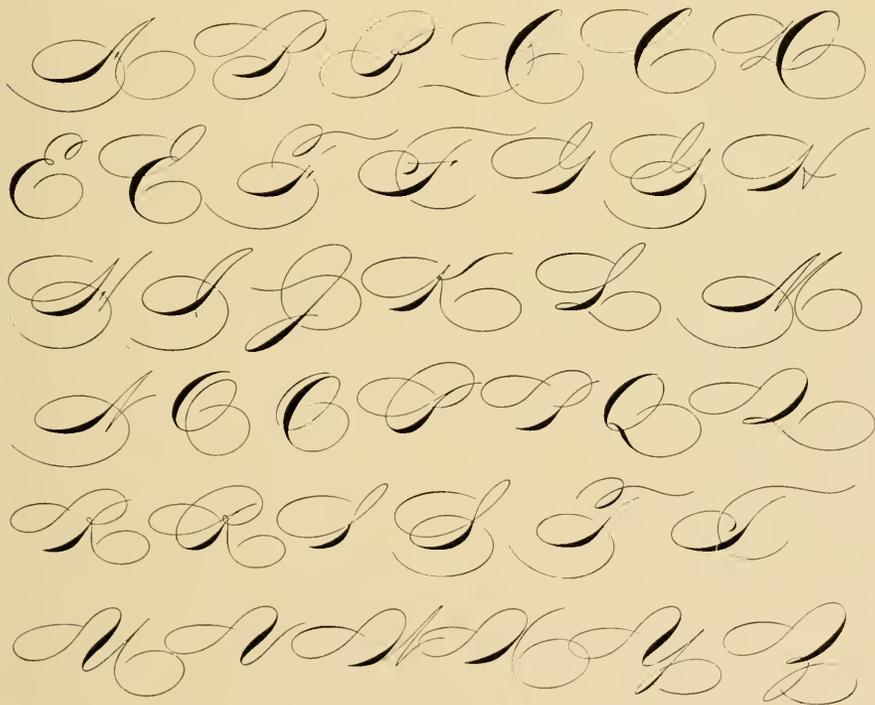
Follow This Course and Improve Your Skill in Business Writing

This month we present an alphabet which was written by C. P. Zaner. It is an alphabet well worth your careful study.

C. P. Zaner was one of the outstanding penmen of all time. He was outstanding in every branch of penmanship. He was a brilliant speaker, interesting author, and a friend to thousands. Fortunate is the person who came in personal contact with him.

It is a question whether the average student of penmanship really appreciates the value of the work of our Masters like Mr. Zaner. If you would become a skillful penman, you will do well to carefully study good qualities in the work of various penmen.

Take each letter separately, analyze it, study it and compare your efforts with the copy. Try to form your own ideals as to the form and proportion of letters. There is a definite place and shape for every stroke. The letters are not simply thrown together without thought. Good work is systematically done according to definite rules. You have such qualities as spacing, balance, grace, smoothness, proportion, etc., to consider.



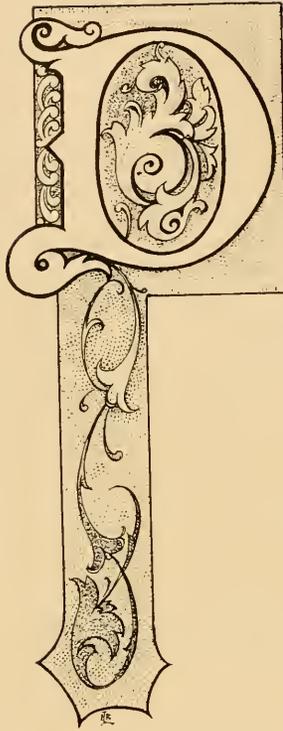
Write for our new Free Book,  
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Penman." Enclose 10c for  
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your name beautifully writ-  
ten. Write today.  
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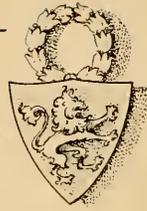
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# Artistic Diplomas



EMERSON  
*Capitals*

B C D E F G H I J

K L M N O P Q R S T

U V W X Y Z

A B C D E F G H I J

K L M N O P Q R S T

*Janus* 34

Designing and Engraving by  
E. L. Brown, Rockland, Me.

**Plays of Patriotism For Young Americans**, edited by S. Emerson Golden. Published by Dodd, Mead & Company, New York, N. Y. Cloth cover, 305 pages.

A wide variety of patriotic plays, most of them one act in length but some of them longer, is included here for performance by young people in grammar school, junior high and high school. Complete instructions for inexpensive costumes and properties are included. The plays are royalty free. All deal with patriotism either from a historical point of view or, more often, from the angle of helping our country in war today. They strike a fresh, new note in the field of short patriotic plays for young people.

Behold, I shew you a mystery:  
We shall not all sleep, but we shall  
all be changed. *1 Corinthians XV, 51.*

Lettering by P. Z. Bloser. This round style of lettering is used extensively because of its easy reading qualities.

# FOURTH GRADE LESSON

By MABEL ANDERSON

*All backs should be straight.  
Always hold your head up.*

*A A A A A a a a a a All  
ac ai ad al ea ea aciou aciou*

Turn to Page 6 of your Correlated Practice Book.

Girls and Boys, we have been working hard all year to acquire good writing position. Janice tell us some of the things we must do to be comfortable when we write. Yes, what do we do about our backs? Yes, that is true—"all backs should be straight."

We have a number of straight backed letters also. I am going to write a sentence for you at the blackboard and then I would like you to help me find the straight backed letters. The teacher writes sentence at the blackboard. Teacher draws straight lines down through the straight backs of letters "A" "I" "b" "k" and "h".

Now you write the sentence once for me on your practice paper and as soon as you have finished writing, lay your pens down so we will know when you are ready for the next part of our lesson. We are now ready to check our letters to see if they have straight backs. Cover all of the straight lines that you see in letters "A" "b" "h" "k" and "I". Do all of the lines you drew through the letters slant the same way? How many of you had trouble in making a straight back on the letter "I"?

I would like two helpers at the blackboard. Alice and Jack may help me. Watch us, class, while we make a picture of the letter "I". Alice and Jack, draw a line on the blackboard even with your eyes. Now stand your eraser parallel with the first line.

We are now ready to make a picture of the letter "I". First, we make a curve from the base line up to the top. Next we draw a straight slant-

ing line down from the top line to the base line. Now write a small curve up from base line 1/3 of the distance between the two lines. So you see that the letter "I" is made up of a big curve, a straight slanting line and a little curve.

Watch us write the "I". Teacher writes "I" and then Alice and Jack write it. Alice your "I" has a straight back but it is standing up too straight. Let us play that "I" is a Sleepy letter and is leaning over like this. Teacher writes it then Alice tries it again.

Have daily interesting classes in handwriting. Correlate handwriting with other school subjects and demand good general writing.

Boys and Girls you have been watching us write at the blackboard, suppose that you make a picture of the letter "I" on your papers, then write one full line of it for us at your desks.

Measure the backs of the letters you have written. How many of you succeeded in writing an "I" that you like? We are very happy that we have learned to write a "sleepy I".

Let us make a picture of the capital letter "A". The first part looks like a big apple seed, the second part is the straight slanting back and the last part is a little curve like we made on the letter "I". Alice and Jack and the rest of the class write it after watching the teacher write it.

How many of you like the "A's" that Alice and Jack made for us at

the blackboard? I also like them very much. I think they have been good helpers. While Alice and Jack erase the blackboard let us write a line of the Capital "A" on our papers to see if we can improve.

I am now going to write the word "All" for you at the blackboard. Alice and Jack may write it for us. Now class you write it for us on your papers—make one full line of capital "A's".

Measure the straight backs of your letters in the word. How many succeeded in getting all three of the straight lines going the same direction? The lines must be parallel. That is fine.

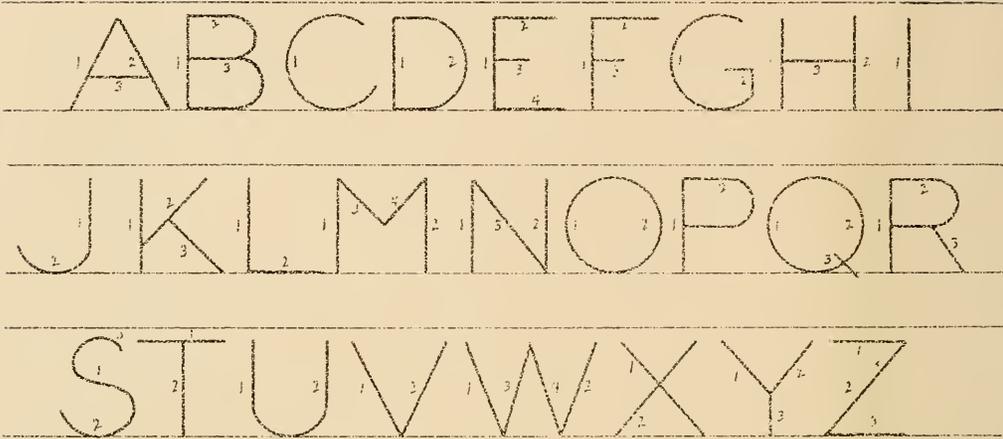
How many of you would like to see a picture of the letter "b". Very well I will make it for you. Alice and Jack may work at their desks now and Mary and George may be my helpers at the blackboards. Teacher makes picture of the "b". Mary and George make the picture, then the class makes the picture of the letter at their desks. Teacher puts the parts of the letter together and the entire class writes it.

We are now ready to write the letter "b" in a word. The reason we put a bridge on the "b" is to enable us to write the next letter the proper size. Teacher then goes to the blackboard and writes the word "be". George and Mary write it and then the class writes it.

If time permits we also teach the combination "ba". The next day we teach the children to write the words "backs" and "should," placing the emphasis on the straight back letters.

# Our Lesson in Manuscript

## ORDER IN WHICH STROKES ARE MADE



Teachers frequently ask which strokes to make first. The strokes in the above alphabet are numbered. This does not mean that you cannot deviate from this order of making strokes. For instance, the O can be made with the one complete stroke instead of two.

Going back to lettering from which Manuscript derives much, we find vertical strokes are made from the top down. This is a natural movement. It is natural for the expert letterer and it is natural for the child. One of the first movements the child makes with his hands is pulling. The horizontal strokes are made from left to right. This corresponds with all of our writing. It is a good general rule to follow that all vertical strokes should be made from the top down. This includes circular letters also. Horizontal strokes should be made from left to right. This includes curve strokes like bottom of J and S. Here again teachers must use their own judgment.

In Manuscript writing we do not strive for the accuracy secured by professional letterers and there is also a speed element which enters into it. Manuscript writing is intended as a tool for expression and not as a thing of beauty such as is required in making signs or advertisements, etc., by professional penmen.

The child is not expected in the first grade to use a great deal of speed. After all, we cannot expect first graders to turn out great quantities of work. We should be content, therefore, to have the child able to write simple words and sentences at a comparatively slow rate as compared with the writing of adults.



Skillful signatures by F. B. Courtney.

**FALSE ASPIRATIONS**

He wished to be a Something Big,  
He wished to be a "something big",  
A character of fame,  
That everyone throughout the earth  
Would know him well by name;  
He dreamed of fortune and renown,  
In fancy he could see  
The people all about the town  
Bow, scrape and bend the knee;  
He wished—but did he pull his coat  
And make his wish come true?  
No, sad to say, he wasted time  
And when the day was through  
He was no nearer his goal,  
One must both wish—and do.

**WHO NEVER LOOKS BACK TO CHILDHOOD'S DAYS**

Who never looks back to childhood days  
Nor thinks of what has been  
But forges on his devious ways,  
The time is coming when  
He'll backward look, and with regret,  
Such days they pass too soon—  
The bud grows quickly into the flower,

The morn speeds to the noon;  
If childhood days have been well spent  
The after life is sure,  
"The boy is father to the man"  
The character will endure  
That has been formed in youth, I ween,  
Strong, virile, wise—or weak and mean.

**DO SMALL THINGS WELL**

What e'er you have to do I say  
Why do that thing this very day,  
To put it off means harm to you,  
To do it is the thing to do.

For one by one our troubles come  
Each small one helps the larger sum,  
To solve life's riddle as a whole  
Our first must reach the lesser goal.

To do each day one's daily task  
Is all that anyone can ask,  
In each little task when fitly done  
Will find the greater victory won.

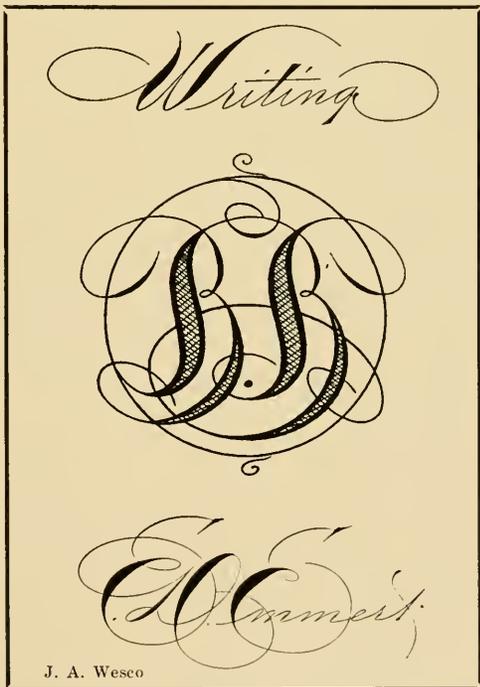
—By Lockwood of Kalamazoo.

So what you find to do, that do,  
And greater things will come to you,  
When smaller duties we refuse  
The larger chances then we lose.

**FUNDAMENTALS**

"My observations of the high school graduates of Chicago show that they lack the fundamentals. I believe that the grade schools and high schools should give practically all of their time to laying a thorough foundation in the fundamentals and not branch out into various other activities, to the evident neglect of the foundation which a business house has reason to expect.

"I believe that modern business has been, and is, willing to undertake special education for those employees requiring it, and can do it much better than the schools. They can be greatly assisted in this work, however, by special attention being given by the schools to the proper foundation."—Mr. Frank R. Jenkins, Manager, Chicago Central Station Institute.



A beautiful border made by Norman Tower, of Denver, Colorado. Study the beautiful curves, the equal distribution of lines ornament. We suggest that you make a copy of this at least twice as large. Then with water colors paint in the border. If you have not had much experience in coloring borders we suggest that you use one color of tint for the scroll and another color for the wreath. Of course the initial letters should be colored. A little red in the "N" would be fine, using a gold background.

### Problems Involving Contacts with Federal Government

Under the direction of Paul M. Boynton, State Sup. of Business Education, Hartford.

Chair.: Walter E. Leidner, High School of Commerce, Boston.

Assistant Chair.: Frank Piazza, Prin. of Bridgeport Evening High School.

"Education and the Federal Government," B. Frank Kyker, Chief of Business Education Service, U. S. Office of Education, Washington.

"In-Service Training Programs in the Federal Government," Paul A. Carlson, Prin. Training Specialist, U. S. Civil Service Commission, Washington.

"Pre-Induction Training in Business Education," Prof. Frederick G. Nichols, Graduate School of Education, Harvard Univ.

General Discussion by the Audience.

### Problems Involving Standards

Under the direction of Sanford Fisher, The Fisher School, Boston.

Chair.: Mrs. Agnes Seavey, Dir., Maine School of Commerce, Auburn.

Assistant Chair.: Orton E. Beach, Dir., Greenfield Commercial School, Mass.

"Shall Standards in Business Training Within the High School be Deferred for the Duration?" Charles Bleiler, Assistant Prin., Everett High School, Mass.

"The Effect of War on Standards in Business," J. S. Wiltse, Assistant General Office Mgr., Johns-Manville Co.

"On the High School Training Level, What Minimum Standards in Technical Skills are Essential to War Time Efficiency?" Mrs. Cora M. Barry, Dir. of Personnel Dept., The Fisher School, Boston.

General Discussion by the Audience.

### Problems of Intensified Secretarial Training in Private Business Schools

Under the direction of Jay W. Miller, Prin., Goldey College, Wilmington.

Chair.: Clark F. Murdough, Pres., Edgewood Sec. School, Edgewood, R. I.

Assistant Chair.: F. C. Walter, Mgr., Drake College, Newark.

"The Intensification of Refresher Training in Government Offices," Dr. Earl P. Strong, Special Agt., Research in Business Education, U. S. Office of Education.

"Gearing Secretarial Office Practice to War Conditions," George R. Harrington, Associate Dir., Pierce School, Philadelphia.

"The Who and How Elements of Accelerated Training," Dr. Dorothy C. Finkelhor, Dean, Business Training College, Pittsburgh.

General Discussion by the Audience.

### Problems Concerning Brilliant and Retarded Pupils

Under the direction of Mary Stuart, Brighton High School, Boston.

Chair.: Catherine F. Nulty, Associate Prof. of Secretarial Economics, Univ. of Vermont.

Assistant Chair.: Nan Bolton, New York.

"War Time Problems Concerning the Employment of Brilliant and Retarded Commercial Pupils," William H. Evans, Sec.-Treas., National Office Management Association, Philadelphia.

"War Time Problems Concerning the Brilliant and Retarded Com. High School Pupils," Dr. Frederick J. Gillis, Assistant Supt. of Schools, Boston.

"War Time Problems Concerning the Brilliant and Retarded Commercial Pupils in Trade and Industrial Schools," Mrs. Maud G. Woods, State Co-ordinator of Trade and Industrial Education, Tampa.

General Discussion by the Audience.

### FRIDAY AFTERNOON, APRIL 23 Section Meetings

#### Problems Concerning the Teaching of Shorthand, Including Transcript and English

Under the direction of Dr. James R. Meehan, Hunter College, New York.

"Teach letter writing this year as never before," says a prominent supervisor of handwriting. The most welcome man in the Army is the postman. The greatest use handwriting is put to at present is letter writing by all ages. Many boys who have never written a letter in their lives are now writing their families from all corners of the globe.

Chair.: Mrs. Helen McConnell, Sec. Dept., Christopher Columbus High School, New York.

Assistant Chair.: Kaiser Gordon, Wadleigh High School, New York.

"An Intensive Course in Typewriting for Officers of the Women's Reserve, U.S.N.R.," Lieut. (jg) M. Helen Dobbie, U.S.N.R., Northampton, Mass.

"War Time Problems Concerning Teaching of Stenography," Dr. Marion M. Lamb, Pentagon Building, Arlington, Va.

"War-Time Problems Concerning the Teaching of Shorthand from the Point of View of the Secondary Schools," Marie M. Arnold, Dept. of Sec. Studies, Eastern District High School, Brooklyn.

General Discussion by the Audience. Problems Concerning the Teaching of Typewriting

Under the direction of Mrs. Frances Doub North, Western High School, Baltimore.

Chair.: Mrs. Gladys G. Miller, Southern High School, Baltimore.

Assistant Chair.: Mr. Erwin W. Keithley, South Division High School, Milwaukee.

"Problems Concerning the Teaching of Typewriting," Prof. D. D. Lessenberry, Univ. of Pittsburgh.

"Typewriting Instruction of a War Time Schedule," L. Lee Lindley, Hampstead High School.

(One Speaker to be Announced)

### General Discussion by the Audience. Problems Concerning the Teaching of Bookkeeping, Including Arithmetic and Penmanship

Under the direction of Jay W. Miller, Goldey College, Wilmington.

Chair.: Dr. Harold B. Buckley, Sup. of Business Education, State Dept. of Public Instruction, Harrisburg.

Assistant Chair.: David R. Reese, Instructor in Bookkeeping, Washington High School, Wilmington.

"The Effect of War on Bookkeeping Instruction," Dr. J. Frank Dame, Head, Dept. of Business Education, District of Columbia Public Schools.

"The Place of Clerical Training in the Victory Program," Simon M. Hunn, Head of Commercial Dept., Bartram High School, Philadelphia.

"Improved Techniques in Teaching Bookkeeping as an Aid to Placement," Harold F. Hudson, Director of Personnel Service, Beacon College, Wilmington.

General Discussion by the Audience.

### Problems Concerning the Teaching of Distributive Education, Including Salesmanship and Advertising

Under the direction of Dr. Noel P. Laird, Prof. of Adv., Franklin and Marshall College, Lancaster.

Chairman: (To be Announced). Assistant Chair.: Edward J. Rowse, Com. Co-ordinator, Boston Public Schools.

"Keeping Up With Distributive Changes in a War Time Economy," Dr. Franklin R. Cawl, Dir., Research and Sales Promotion, The Farm Journal.

"An Appraisal of Distributive Education in the Post-War Period," Dr. J. Russell Doubman, Associate Prof. of Marketing, Univ. of Pennsylvania.

Dr. Norris A. Brisco, Dean, School of Retailing, New York Univ.

General Discussion by the Audience. Problems Concerning the Teaching of Social Sciences, Including Law,

### Economics, and Business Organization

Under the direction of Rufus Stickney, Head Instructor in Shorthand, Boston Clerical School, Roxbury.

Chair.: Prof. George M. York, New York State College for Teachers, Albany.

Assistant Chair.: Paul Turse, Head of Cem. Dept., Peekskill High School, N. Y.

"War Time Problems in Personnel Relations," Prof. S. J. Lukens,

Dir., School of Business and Sec. Studies, Simmons College.  
 "How Social Security Affects 22 Million Americans," R. Robert Rosenberg, Ed.D., C.P.A., Instructor in Accounting and Law, New Jersey State Teachers College.  
 "The Influence of the War on Commercial Law as Reflected Through O.P.A. Price Regulations and Rent Control," John J. Sexton, Saratoga Springs High School, N. Y.

General Discussion by the Audience.  
**Problems Concerning the Teaching of Basic Training Subjects, Including Junior Business Training and Consumer Business Education**

Under the direction of Paul M. Boynton, State Sup. of Business Education, Hartford.

Chair.: William E. Smith, Head of Com. Dept., Utica Free Academy.  
 Assistant Chair.: Lawrence King, Head of Com. Dept., Windham High School, Willimantic, Conn.  
 "Continued Problems in Business Arithmetic," Harold Cowan, Head of Com. Dept., Dedham High School, Mass.

"Consumer Business Education," Marshall A. Mott, State Organization Officer, Office of Price Administration, Hartford.  
 (One Speaker to be Announced)

General Discussion by the Audience.  
**Problems Concerning the Teaching of Office Machines and Filing**

Under the direction of Mary Stuart, Brighton High School, Boston.  
 Chair.: Katherine W. Ross, Boston Clerical School.

Assistant Chair.: Ethel Luella Bearss, West High School, Rochester.  
 "War Time Problems in the Teaching of Office Machines," Mrs. Sara Sparks, Dir. of Personal Service and Customer-Employee Relations, Western Union Co.  
 "English Emphasis for the Office Practice Classes," Dr. Dorothy M. Lyons, Head of English Dept., Brighton High School, Boston.  
 "War-Time Problems in the Calculating Machine Classes," M. Gertrude Roughsedge, Medford High School, Mass.

**Problems Concerning the Teaching of Office Training, Including**

**Clerical Practice, Personality, and Office Procedure**

Under the direction of Conrad J. Saphier, Dept. of Sec. Studies, Samuel J. Tilden High School, Brooklyn.

Chair.: Wallace Bowman, Dept. of Business Education, Albert Leonard High School, New Rochelle.

Assistant Chair.: Edward H. Goldstein, Dept. of Business Education, Forest Park High School, Baltimore.

"Problems Concerning the Teaching of Office Training: Office Procedure," Dr. Coleman L. Maze, School of Commerce, Accounts, and Finance, New York Univ.

"Problems Concerning the Teaching of Office Training: Personality," Helen E. Baker, Social Security Board-Training Div., Arlington Building, Washington.

"Problems Concerning the Teaching of Office Training: Clerical Practice," Nathan Baltor, Secretarial Dept., Samuel J. Tilden High School, Brooklyn.

General Discussion by the Audience.

**Problems of Intensified Clerical Training in Private Business Schools**

Under the direction of Sadie L. Ziegler, Sec., Rider College, Trenton.  
 Chair.: A. Raymond Jackson, Vice Pres., Beacom College, Wilmington.

Assistant Chair.: Jennifer M. Hoyt, Dir., Washington School for Secretaries, New York.

"The Content and Length of the Clerical Course for the War Effort," W. Raymond Thorne, Dir., Div. of Business Administration, Peirce School, Philadelphia.

"Presentation of Subject Matter in Intensified Clerical Training," Mrs. Alice MacWhinnie, Head of Stenographic Dept., Drake Business School, Jamaica.

"What Effect Will the Short Clerical Course Have on the Regular Business and Shorthand Departments?" John F. Robinson, Staff Sec., Burdett College.

**Problems Affecting Private Business School Management**

Under the direction of Sanford Fisher, The Fisher School, Boston.

Chair.: George Hocker, Dir., Bark-Avon School, Baltimore.

Assistant Chair.: Donald Post, Dir., Post College, Waterbury.

"War-Time Trends in Business School Advertising," Dean Geer, Pres., Dean W. Geer Co., Oshkosh.

"New Problems Resulting from War," Charles R. McCann, Dir., McCann School of Busine, Reading.

"The Business School at the Crossroads," George A. Spaulding, Dir., Bryant and Stratton Business Inst., Buffalo.

Mr. C. M. Hoose of 224 Cliveden Avenue, Glenside, Pa., in renewing his subscription to the Educator, sent some handsomely written ornamental penmanship on a greeting card. Mr. Hoose is one of the really fine penmen of today.

O. T. Swanson, 1175 College Ave., Elmira, New York, is doing some very fine ornamental penmanship these days. He uses very effectively colored water-proof India Inks.

From time to time we receive very attractive specimens from the students of the Minneapolis Business College, where J. A. Buell is the penman. Mr. Buell has been teaching penmanship for many years, and has trained thousands of good writers. He states that the prospects for the coming year in their enrollment is very good. They have an average of around 900 students taking hand-writing in a year.

**THE OLDEST PENMAN IN AMERICA**

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 Dec. 12, 1942.

Mr. Adam F. Betchel is 93 years old, but nobody has ever surpassed him as the champion penman of Hiawatha. That man who never grows old still possesses a splendid and regular writing. He continues lettering the annual diplomas of Hiawatha school, a job he has been doing for the past 22 years.

He is an insurance and real estate agent and has never used a typewriter. All documents and letters have been written with his own hand.

G. R. BRUNET.

(From "La Patrie," Montreal newspaper.)



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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description as to enable our readers to determine its value.

**Office Machines Course**, by Peter L. Agnew, Assistant Professor of Education, New York University. Published by South-Western Publishing Company, Cincinnati, Ohio. Paper cover, 124 pages.

This book is designed to provide the instructional material for training in the use of the four types of adding and calculating machines; key keyboard listing machines, crank-driven calculators, and key-driven calculators. The book is planned so that it is as self-instructional as possible. The instructions are presented in an easy-to-follow, step-by-step plan, and ample illustrations are provided. The average student will find the course well within his range of comprehension and capacity for accomplishment.

**Intensive Clerical and Civil Service Training**, by Robert Fisher, Metropolitan School of Business, Los Angeles, California. Published by South-Western Publishing Company, Cincinnati, Ohio. Paper cover, 190 pages.

This book provides intensive pre-employment preparation in the basic skills that are necessary for clerical positions in business and government offices. It is based upon a careful study of personnel practices—particularly the testing of applicants for employment—of private industry and civil service commissions.

The student who is completing his training for typing, stenographic, or general clerical work needs to integrate the information and various skills that have been emphasized in a number of different courses that he has taken over a period of time. Arithmetic, grammar, punctuation, vocabulary, spelling, business letter writing, filing, typing, business information—these the student must be prepared to use skillfully when he starts to work as an office employee in business or government.

The introduction of this book outlines the procedure for securing employment under civil service from the filing of the application through the written examination and oral interview. Following this introduction there are a number of sections that include reviews of fundamentals, drills, and sample tests. Emphasis has been placed on the form of the test and examination questions. Essay questions are seldom used in modern examinations. Frequently a well-trained applicant for an office position fails to make a creditable showing in his first test because he is unfamiliar with the short-answer or objective type of question.

The dual purpose of these lessons, then, is to provide intensive and integrated preparation in basic clerical skills and information, and to give practice in taking employment tests.

**Advanced Speed Typing**, by M. Fred Tidwell, Former United States Novice Champion Typist, Director, School of Vocational Business, Oklahoma Agricultural and Mechanical College. Paper cover, 66 pages. Published by South-Western Publishing Co., Cincinnati, Ohio.

The purpose of **ADVANCED SPEED TYPING** is to develop speed and accuracy in typewriting by presenting drills—both technique and speed in such manner that the fundamental principles of skill learning are

used. The book may be used in several different ways. Examples are:

1. As a textbook for a series of lessons to increase speed and accuracy for use any time after the basic skills in typewriting have been developed.
2. As a source of selected drills to supplement a regular textbook. The wide variety of drills, which are discussed later in this preface, provides materials that may be adapted to many situations.
3. For special refresher courses for former typists who want to get re-employment.
4. For special in-service classes in which an effort is being made to increase typing speed and accuracy.
5. For intensive preparation for employment tests, both civil service and business.
6. For groups that are being trained in preparation for a contest.

**Federal Tax Accounting, Fourteenth Edition**, by J. F. Sherwood, Certified Public Accountant, formerly Lecturer on Taxation, University of Cincinnati, Member, Committee on Taxation, Cincinnati Chamber of Commerce, and C. R. Niswonger, Certified Public Accountant, Assoc. Professor of Accounting, Miami University, Lecturer on Accounting, University of Cincinnati. Published by the South-Western Publishing Company, Cincinnati, Ohio. Leather binding, 507 pages.

This volume deals with Federal Taxes only. Many of the states impose additional income taxes, inheritance taxes, and miscellaneous estate taxes. All of the states impose unemployment compensation taxes. An understanding of the Federal tax structure will be an aid in the interpretation of state tax laws.

At the end of each chapter will be found a list of questions and problems for practice work. The questions and problems are questions, but are such that it will be necessary for the student to understand the provisions of the law as set forth in the chapter, before he can answer them intelligently. The problems are practical. Some have been selected from C. P. A. Examinations and from the examinations given applicants for membership in the American Institute of Accountants. They have been selected from the working papers of accountants engaged in professional practice.

**Plastics from Farm and Forest**, by E. F. Lougee. Published by Plastics Institute, New York, N. Y. Cloth cover, 159 pages.

This book is not written for those who know plastics. Rather it is written for those who know little or nothing about plastics, but would like to learn more. The very word "plastics" seems charged with magic. It starts the imagination on a wide ramble which often ends in the dark because plastics generally are not well-known and understood. Each new discovery has been dramatic, revolutionary, and significant to industry. Its influence has been felt in factories, in city homes, and on the farm.

Long before the war began, plastics became well established as industrial and engineering materials. When the war first broke, plastics were called upon to replace metals wherever their physical properties were sufficient to insure successful performance in the substitution. As war progressed and brought about other critical shortages of older materials, plastics stepped in to demonstrate their worth by replacing silks in parachutes, wool in blankets and clothing, rubber in raincoats and tires, and dozens of other places where

they are likely to remain firmly established when the war is done.

This illustrates, better than any other way we might choose perhaps, just how versatile plastics are; how broad their scope really is; and how far-reaching their applications in service are likely to become. This is due largely to the fact that plastics are chemical compositions which can be tailor-made in the laboratory to fit many needs.

Plastics are dependent upon raw materials from the farm and forest, either as components of the plastics compositions themselves, or as fillers and extenders for more costly plastics resins which reduce their cost per pound and expand economic use in ever new fields.

A growing alliance between agriculture as a source of raw materials, and industry as an increasingly profitable customer of the farm and forest, has been manifest for a number of years. Now is the time for captains and minds to recognize this trend and guide it through intelligent research; stop waste; and get the utmost out of essential crops.

War is a teacher of many lessons. The wasteful habits of this nation have halted abruptly upon realization that we have nothing to waste. We are learning for the first time to conserve rubber, collect scrap, and use the economies of farm and forest without waste. It is a tough lesson but worth its cost. We are learning it under threat of complete devastation if we fail.

We shall not fail. And the lessons of economic conservation and conservation of raw materials will carry over into manufacturing operations into a brilliant future of American production where plastics will have a very definite place.

In outlining the relationship which exists between plastics and the farm and forest, no attempt will be made to go into detailed chemical or mechanical processes required to make plastics. Such information is readily available in other books. Instead, some of the important uses of farm and forest products in industry—particularly the plastics industry—are reviewed in order to emphasize how farm chemistry and research have been put to work during the present generation.

If farmers, lumbermen, dairymen, State Officials, agricultural colleges, and others concerned with the economics of rural communities, will become more deeply interested in the vast opportunities that exist in providing industry with cheap and plentiful raw materials recovered from wastes of the farm and forest, the peaks and valleys of agricultural production, like those in manufacturing schedules during normal times, may be leveled off to create profit the year around.

Miss Mildred F. Roof of the Lawton School, San Francisco, California, has a six foot bulletin board which she uses very effectively in creating interest in handwriting. She recently read to the children comments which the Editor made on the students' work. These comments, Miss Roof states, were first read to the class, then posted on the bulletin board for all to read. Children gather around the bulletin board in groups to examine it during the day. She recently displayed on this bulletin board an exhibit from all of her five classes, which caused a tremendous upswing of interest in handwriting. Miss Roof is a wide-awake teacher interested in serving her pupils the best way she can, and, of course, handwriting is one of the subjects which she feels deserves considerable attention. On the bulletin board, she lists the names of students who win handwriting certificates.



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— By —

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Write ten lines and you will become a master penman.

The improvement is proportionate to the effort expended.

**A MOVE IN THE RIGHT DIRECTION**

Resolutions were recently passed by the National Association of Manufacturers to the effect that industry urge its members in each community to take an active interest in the school systems, and to assist in maintaining, at all times, an adequate personnel. Plans were also laid to have more cooperation between educational associations and manufacturers.

The Educator is glad to see the Manufacturers Association, which has an attendance of over 4,000 members of the nation's business and industrial leaders, taking interest in our schools. The Educator hopes that handwriting will not be overlooked.

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Mrs. Clarence H. Haverfield died February 24. Mr. Haverfield is a penman and teacher in the Findlay, Ohio, High School, and a Zanerian.

Howard E. Tempero, who handled the training of the teachers in handwriting at the State Normal School of Johnson, Vermont, is now an instructor in navigation in the Naval Flight Preparatory School in Pauw University, Greencastle, Indiana. His classes at Johnson will be taken over by Mrs. Alice Scully Titus who is experienced in the teaching of handwriting.

This Normal School is using the Zaner-Bloser Correlated Correspondence Course as part of its training.

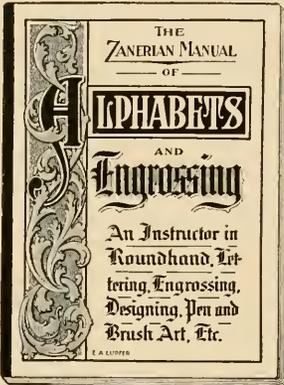
*To sleep like the closing flowers at night,  
And Heaven thy morn will bless.*



A specimen of rare beauty by H. P. Behrensmeyer. The plate was loaned to us by D. L. Musselman of the Gem City Business College, Quincy, Illinois.

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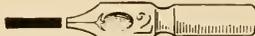


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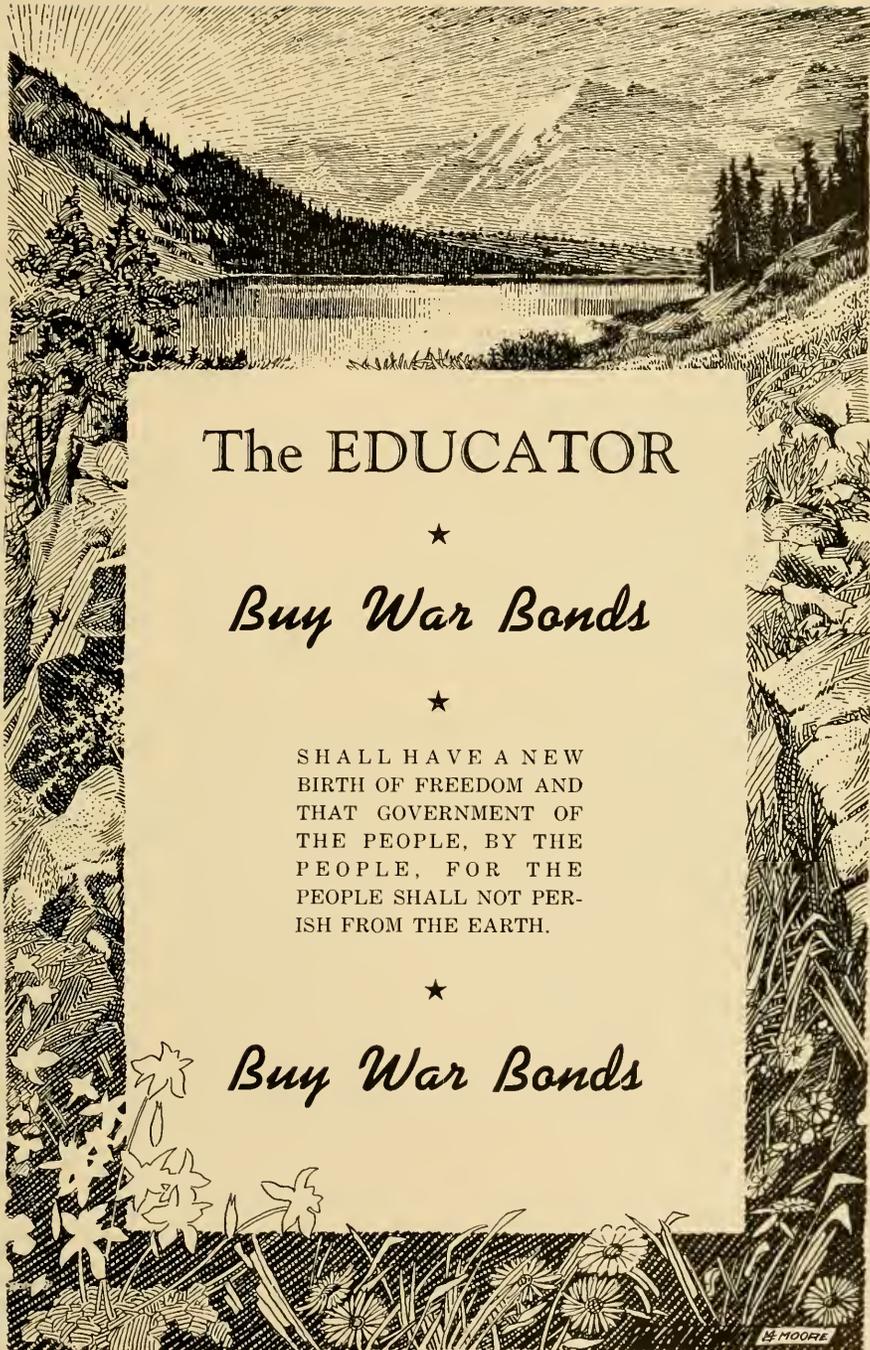
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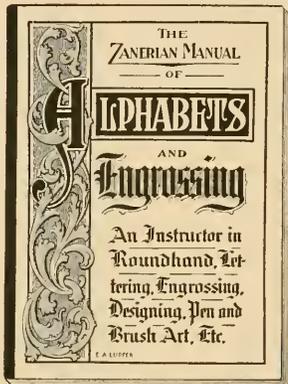


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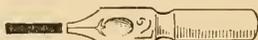
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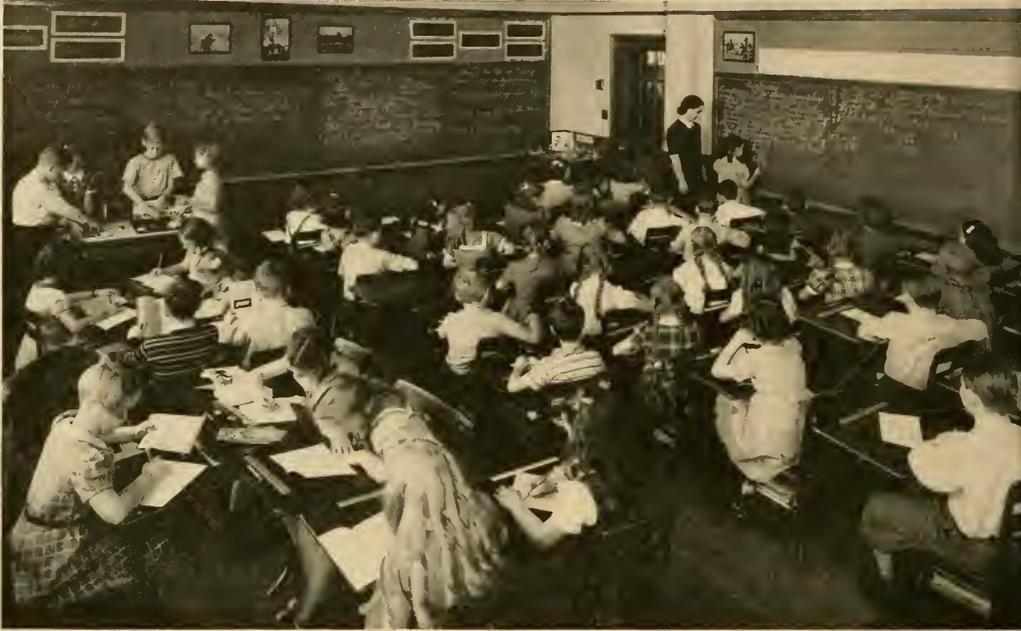
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# From The Baltimore Bulletin



## "WHAT THEY WILL BE. THEY ARE NOW BECOMING"

"We are confronted now with decisions that will determine the kind of citizens who will inherit this country of ours. We must keep constantly before us the fact that children cannot delay the growing-up process. 'What they will be, they are now becoming.'

"It should not be necessary in a democracy to present arguments on the need for maintaining our educational standards except in the most desperate of emergencies. We know that a democracy cannot function without a well-educated people. Children do not *inherit* the qualities of good citizenship which are basic in a democracy. Each generation must learn democratic principles through experiences in the school, the home, and in community life. These are learned best during childhood and youth. *It is the kind of training that cannot be delayed until after the war. It is the kind of training that cannot be limited to a privileged few.*

"It has been eternally true that 'nations move forward on the feet of little children.' Our children will have, at best, a difficult road to travel. *We can and must make certain* that they are not robbed of the opportunities they will need in order to develop into strong citizens; the kind of citizens who will be well equipped to face a chaotic world; the kind of citizens who will cherish and maintain this Democracy."—From an address by Marshall Field before the recent Delaware White House Conference on Children in a Democracy.—Quoted from Education For Victory.—The Baltimore School Bulletin.

The above is a live action photo of a group of children at work in one of Baltimore's busy schools. These children are making the most of the excellent educational facilities offered by the Baltimore City Schools.

In one corner you see a group writing, on the blackboard is good writing, and the wall contains Penmanship Perception Strips. The girls are writing on the blackboard under the supervision of the teacher while others receive inspiration by watching. All in all we congratulate the teachers of Baltimore on their excellent teaching. The good handwriting taught in the handwriting class does carry over in the daily general work.

Editor.

# The Educator

America's Only Handwriting Magazine

Vol. 48

COLUMBUS, OHIO, APRIL, 1943

No. 8

## CURES for Common School Ills

With malice toward none--realizing that even your best friends won't tell you--

We, the committee, humbly submit our cures for common, everyday, school ill.

No. 7

### MY LADY'S APPAREL AND HOW SHE APPEARS

I hope that--

"You're not the teacher all forlorn  
Who comes to school most every morn  
With a slip that shows beneath her frock  
And a dusty, faded, wrinkled smock;  
Who's harrassed and worried by two o'clock;  
And whose actions the children love to mock.  
With a turned over heel and a run down sock;  
Take care, my dear; of yourself take stock."

Is your hair well groomed, or are you putting off that shampoo because you have a big date Saturday night?

Do you have a light, springy step or are you carrying the burden of the "condemned" on your shoulders?

Of course you wear bright colors on dreary days. It helps your spirit no end. The children will appreciate it, too.

### MEN, TOO, WEAR CLOTHES

Perhaps it is impossible to reach the "epitome of sartorial perfection" in the school room but--a neat appearance can be achieved by the school-master. Have a different tie for every day of the week; Santa supplied you with any number of them.

A few dabs of shoe blacking and a few brisk rubs will keep the youngsters from stepping on your toes because they'll take special notice that you do have feet.

Your money bag is all the "bag" there should be in your trousers; or

One bag in the pocket  
None on the knees  
None on the seat  
And none on the sleeves.

### The Committee

Edith Becker  
Mrs. Betty Anderson  
Mrs. Mary McDevitt

Kathleen Mulryan  
Margaret Sorenson  
Marguerite Zimmer  
Mildred Hulik

Courtesy of Lake County Board of Education, Waukegan, Illinois

### THE EDUCATOR

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THE EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Wartime Business Penmanship

A B C D E F G H I J K L M  
 N O P Q R S T U V W X Y Z

This is a review of the capitals. We suggest that you make an alphabet at the beginning of your practice. Keep it to compare for progress made later.

Endeavor to make the alphabet uniform in slant. Down strokes should be pulled to the center of your body. This means a checking up on the position of your paper. Reread the instructions in previous issues or any text-book on position for right and left hand.

Arlington Burlington Carrington  
 Dunnington Erlington Farming  
 Garlington Huntington Illington  
 Junleton Kembleton Lovington

Movement should be free and uniform. Let the little finger glide freely. Here's another chance for you to check up on movement and do some reading of previous issues.

Mornington Nearington Overington  
 Pinkerton Qualmington Rimpleton  
 Stapleton Tarpington Unionton  
 Vissington Wellington Xenington  
 Yerlington Zannington Zanerston

Hitting the base line is one of the things which requires constant watching. Make a game of it. See who can write the words on this page and get the fewest letters off the line. Change papers and place a check mark under any letter not exactly on the line.

Atlanta Boston Cincinnati  
 Denver Evansville Fremont  
 Grayling Hanover Indianapolis  
 Johnstown Kensington Louisville  
 Minneapolis Norristown Omaha

Some people start large and run down, others run up hill. How are your letters? Be honest with yourself.

Petersburg Quincy Rochester  
 Sunnyside Toledo Union Virginia  
 Washington Xenia Youngstown  
 Zanesville Huntington Baltimore

Small letters should be  $\frac{1}{3}$  as tall as loops or capitals. Are yours? An i should cover only  $\frac{1}{4}$  of the space between blue lines. Is your writing too large or too small? Check the size of your writing with your textbook.

January February March April  
 May June July August July  
 September October November N N  
 December Jan. Feb. Mar Apr. May  
 June July Aug. Sept. Oct. Nov. Dec

In practicing these words, pick out similar parts in different letters and try to make them uniform. Some things are, beginning loop of M, loop in Q, oval in R, compound curve of V, loop in l, turns in n. See how many parts you can find repeated in two or more letters.

# Keeping Up-To-Date On The Handwriting Front

By Earl A. Lupfer

As changes take place in social and business life all teachers should change their methods of teaching. Many changes have and are being made in the teaching of handwriting.

Going back not so many years we find the grade schools taught a limited number of subjects, principally the three r's. Some of those teachers did a good job while others were not so good, but as a whole they were credited with doing a fair job.

## The Coming of Business Colleges and Com'l Depts.

There must have been a feeling that a better job of teaching handwriting was needed for persons going into business, because business colleges sprung up all over the country. These schools employed skilled penmen and stressed penmanship along with bookkeeping, shorthand and a few commercial subjects. Much time was devoted to penmanship and most students of those schools became good writers. Today they are still justly proud of their skill.

Later high schools established commercial departments and more subjects were added with less attention to penmanship. Business schools also added more subjects.

## Enlarged Curriculum

The grade schools have also added a long list of subjects many of which demand a large amount of writing. Today the grade and business schools are vastly different from those of a few years ago. More handwriting is demanded of students with less time to acquire the needed skill to write quickly and legibly.

Records and correspondence in business were originally done in longhand which required good handwriting of those who secured positions in business houses.

## Labor Saving Machines

Later machines of all kinds were introduced into business to handle the ever increasing amount of records and correspondence. This had the tenden-

cy to reduce the amount of attention given to the teaching of handwriting in all schools. In this many went to the extreme and gave far too little attention to handwriting until poor, illegible handwriting resulted in far too many cases. Teachers and business men complained of the poor writing and many dollars were lost annually because of illegible handwriting and figures.

The invention of labor saving machines and the demand for training in a larger and varied list of subjects has enriched our program but has also created many very perplexing problems.

## Good Handwriting a Fine Recommendation

It's stated that persons a decade ago secured positions mainly upon their ability to write well. That may have happened in some cases but you can be assured that other qualifications were necessary. Perhaps the employers recognized the fact that one who has the perseverance to learn to write well

*I can write the words in this sentence in two minutes, with an easy and fluent movement and with a legibility and speed equal to the standard for the elementary school*

*A B C D E F G H I J K L M*  
*N O P Q R S T U V W X Y Z*  
*1 2 3 4 5 6 7 8 9 0 1 2 3 4 5*

The above writing is considered satisfactory writing for elementary students. High school students should be required to keep their writing up to a standard equal to this specimen.

You should write with a speed of 75 letters per minute.

The specimens on this and following page are from the Freeman's Scientific Handwriting Scales.

has other desirable qualifications, and can develop ability in other lines.

Because of little demand for handwriting in some few positions requiring the ability to operate a machine, many persons have under-estimated the necessity of handwriting training. Where you find one hundred persons operating machines you probably can find a similar number of clerks who do not operate machines, but are required to do much writing.

Handwriting, English, appearance, education, and experience, are all considered by those who do the employing. Don't let anyone tell you otherwise.

**Using Horse Sense**

It was as one sided to give training only in handwriting in those days as it is today to give all training to other subjects and entirely neglect handwriting. Today the student is younger in years but is more mature mentally and in experience and more subjects must be taught in less time. On the other hand much more writing is required of every pupil and the correlation of handwriting with so many other subjects lends interest and enthusiasm which formerly had to be created by other means.

The alert teacher will find new ways of producing good writers in the limited time at her disposal. She will see that each child has a good handwriting text, good equipment, and uses them to the best advantage.

**Supervision of Handwriting**

Some years ago supervisors of handwriting became very plentiful. They had a definite niche to fill and as a group did a fine job. Economic conditions have affected many special teachers. Some have had their posi-

tions abolished, others have had to add other subjects to their kit.

Perhaps some supervisors took their job too lightly or took the course of least resistance. Some did not cooperate with new movement. For instance some lost because they could not see eye to eye with the school officials who wanted to try large writing in the primary grades, to cut down the time devoted to handwriting, to tie up the writing with other subjects to introduce manuscript or do some of the other things that have been tried some good and some not so good.

**Present Supervision**

In some instances handwriting is supervised by the superintendent, the primary supervisor, and principals and in many buildings a good teacher is selected to take charge of the handwriting in her building. Some cities employ special handwriting supervisors. Quite a number of places have reinstated their supervisors. Today as ever there is a need for good supervision of handwriting in the grades. Supervision which will cooperate with other departments, seek short cuts, keep interest at a maximum and actually produce results, without over emphasizing the importance of the subject, will survive and succeed.

**More Interesting Handwriting Teaching**

Until about 1895 children in the lower grades were taught small adult handwriting. Small writing is injurious to the child and is difficult for him to acquire. The plan of writing large first at the blackboard, then with large pencil on paper, which was first advocated by the Zaner-Bloser Company for primary pupils, enables the pupil to learn to write easier and earlier. Without strain he writes names of objects and sentences in place of

working on exercises which at that early stage means nothing to him. The words themselves serve as exercises.

Small adult writing requires complex motions which are difficult to secure in primary grades.

Teachers should adapt their methods to the limitation and capacity of the child.

Age should determine the size and material or drills presented. The approach must be entirely different for first and eighth grade students. The smaller the child the larger the writing should be and less attention given to details.

As the student advances he reduces the size and correlates his handwriting with other school subjects. Handwriting thus becomes a real live subject to him and he does not object to sufficient formal drill needed to acquire a reasonable amount of skill.

**Supervising the Daily Writing**

The study of so many subjects involves a great amount of writing. It's this writing which forms permanent habits. Unless this writing is closely related to the handwriting lessons and supervised, the student will form incorrect habits of writing. It is probably in supervising the daily writing that the teacher can be of greatest help to the pupil. A good teacher will correct a glaring error in English in any class, so should she try to correct a glaring error in handwriting in the English and other classes. The time to correct an error is, in a helpful way, when it is made.

Where one teacher teaches the handwriting classes, the other teachers should help by encouraging good handwriting in their classes if good handwriting is to become permanent.

(Continued on page 15)

I can write the words in this sentence within two minutes with an easy and fluent movement and with a legibility and speed equal to the standard for the elementary schools 1234567890

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z

The writing above is considered unsatisfactory for students in the elementary schools. Any students, in elementary or high school, writing like this should be given special help in handwriting. In the first place, this student does not have a free, easy movement and a light touch. The chances are this pupil does not even have a good writing position. The irregular slant should be corrected and the letters which are poorly written should be corrected.

# Eastern Commercial Teachers Association

"War-Time Problems in Business Education" is the general topic of the 1943 Yearbook of the Eastern Commercial Teachers Association. The book will be divided into three sections, each of which covers a different phase of the problem.

Section I deals with war-time problems in the general field of education. This is the keynote section which consists of articles, all of which deal with tendencies in some specific field of education, but not necessarily from the point of view of business education. The authors who have already accepted invitations to contribute to this field are the following:

Dr. Daniel L. March, Pres. Boston University, Boston.

Dr. Alonzo G. Grace, Commissioner of Education, State of Conn., Hartford.

Dr. Herman Cooper, State Assistant Commissioner of Education, Albany.

Dr. Harry Loeb Jacobs, Pres. Bryant College, Providence.

Dr. Arthur S. Flemming, Commissioner, U. S. Civil Service Commission, Washington, D. C.

Mr. Walter D. Fuller, Pres. Curtis Publishing Company, Philadelphia.

Dr. C. C. Golring, Supt. of Schools, Toronto.

Section II deals with war-time problems of management and adjustment and will provide articles by leading educators, executives, and administrators from the fields of business and education. The general topics to be discussed, each by three or more writers, are:

1. Problems of Curriculum Readjustment.

2. Problems of Personnel Adjustment.

3. Problems of Student Mental and Emotional Stabilization.

4. Problems of Supplies, Equipment, and Maintenance.

5. Problems Involving Contacts with Federal Government.

6. Problems Involving Standards.

7. Problems of Intensified Secretarial Training in Private Business Schools.

8. Problems Concerning Brilliant and Retarded Pupils.

Section III deals with war-time problems of classroom procedure and will afford an opportunity for outstanding teachers to discuss problems which have arisen out of the war-time emergency and the solutions which they have devised. The subjects will include:

1. Problems Concerning the Teaching of Shorthand, Including Transcript and English.

2. Problems Concerning the Teaching of Typewriting.

3. Problems Concerning the Teaching of Bookkeeping, Including Arithmetic and Penmanship.

4. Problems Concerning the Teaching of Distributive Education, Including Salesmanship and Advertising.

5. Problems Concerning the Teaching of Social Sciences, Including Law, Economics, Geography, Business Organization and Management.

6. Problems Concerning the Teaching of Basic Training Subjects, Including Junior Business Training and Consumer Business Education.

7. Problems Concerning the Teaching of Office Machines and Filing.

8. Problems Concerning the Teaching of Office Training, Including Clerical Practice, Personality and Office Procedure.

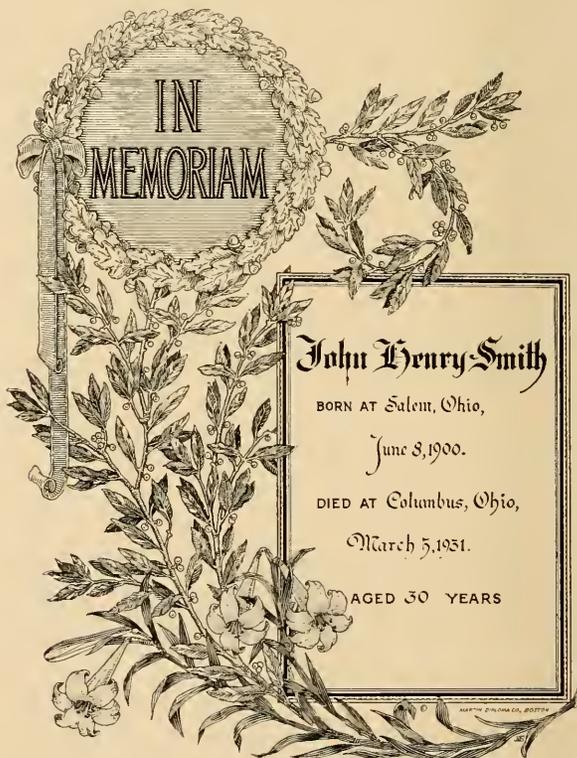
9. Problems of Intensified Clerical Training in Private Business Schools.

10. Problems Affecting Private Business School Management.

The book which is being produced by the Norwood Press, will be bound in the same attractive maroon and gold that identifies the yearbooks of the past few years, and will be approximately 450 pages in size.

At no time since the last war has the commercial teaching profession faced the need for greater readjustment and re-evaluation. No progressive commercial teacher can afford to miss the 1943 Yearbook. None will want to.

Rufus Stickney, of the Boston Clerical School, is editor of the Yearbook, and Dr. James R. Meehaw, of Hunter College, Associate Editor.



## BEFORE AND AFTER

This is a specimen of my penmanship while a student in the Ozark Grade School and striving for a writing certificate.

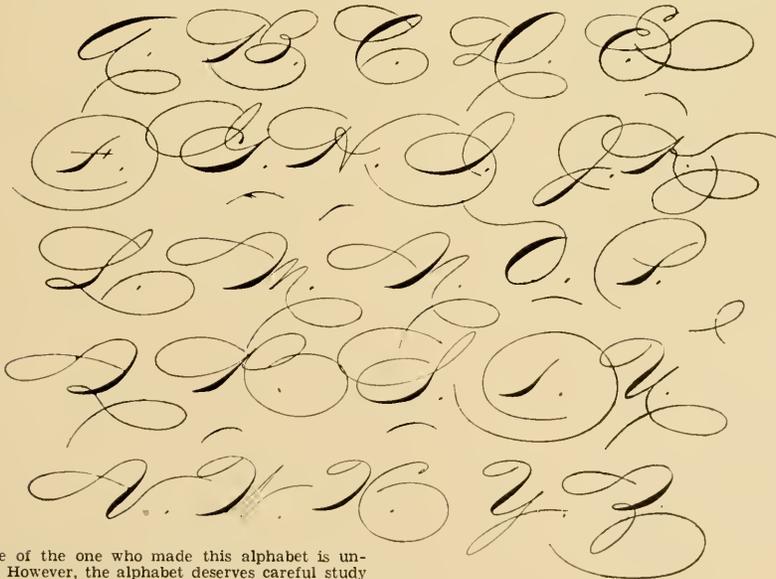
First specimen  
Bessie Kessinger

This is a specimen of my penmanship while a student in the Ozark Grade School and striving for a writing certificate.

Bessie Kessinger

## REMARKABLE PROGRESS FROM CORRELATED HANDWRITING

Lloyd Trantham, Ozark, Missouri, recently sent us specimens showing the first and last specimens from each student in his class. These specimens were part of a contest to determine which student made the most progress, and naturally, there were some very close seconds. A contest of this kind is extremely difficult to judge. It does, however, give all a chance of winning, and it does raise the standard of the entire class. Mr. Trantham has some very fine last specimens but many of his students wrote very good to start, and, therefore, Bessie Kessinger's specimens were selected as showing the most progress.



The name of the one who made this alphabet is unknown to us. However, the alphabet deserves careful study and a place in your scrapbook.

# Arise Ye Penmen and Teachers of Handwriting

By

*P. J. Blaser*

Arise to the possibilities the new war programs are giving to our subject. It is making handwriting more real and less abstract—more meaningful and less wishy-washy.

With this war going on many folks feel that everything should be geared to the war effort. With this thought in mind the accompanying are fifteen headings of war talk. They are quite uppermost in the minds of both people and Government at this time.

How can we as teachers of handwriting fit our teaching into some of these headings and make our teaching seem more pertinent to the times? Take MORALE in the list above for instance, and apply it to the teaching of handwriting. How does the teaching of good handwriting help the MORALE of our boys both at home and abroad? How does good handwriting encourage each of us to continue to do our part toward the war effort? How does it help our Mothers, Fathers, Sons and Daughters in and out of the Service?

With the shortage of typewriters why should we be better penmen? As you know, it was very difficult to carry a typewriter in your pocket even when they were plentiful. Legibility is outstanding in V-Mail for photographic reasons as well as readable. V-Mail letters must be plain and legible, if it is to do a good job.

An Army Commandant receiving handwritten instructions that were impossible to decipher would certainly be a good target for enemy forces. In times such as these he would hardly have time to send home for a typewriter if he were charging through a desert toward our common enemies. Handwritten notes and orders must be used and must be readable and legible if we are to win this war.

Let's all pitch in and do our share to help the MORALE by "Keep 'Em Writing" legibly.

From the list shown above of important headings, we would appreciate very much if you would pick out one or two or three to write about. Send us your letters and we shall be glad to publish some of them in The Educator. It should be understood, however, that we will be the sole judge of those to be published.

*Anti-Inflation* \_\_\_\_\_  
*Civilian Defense* \_\_\_\_\_  
*Conservation* \_\_\_\_\_  
*Man Power* \_\_\_\_\_  
*Military Services* \_\_\_\_\_  
*Morale* \_\_\_\_\_  
*Nutrition* \_\_\_\_\_  
*Production Drives* \_\_\_\_\_  
*Rationing* \_\_\_\_\_  
*Redistribution of Materials* \_\_\_\_\_  
*Salvage* \_\_\_\_\_  
*Security* \_\_\_\_\_  
*Small Town Clinics* \_\_\_\_\_  
*Transportation* \_\_\_\_\_  
*War Bonds* \_\_\_\_\_

KEEPING UP-TO-DATE ON THE  
HANDWRITING FRONT

(Continued from page 11)

## Remedial Classes

Advancing into high school the pupil should be required to maintain a satisfactory standard. Many high schools have remedial classes in handwriting. Students who fall below standard are required to give enough attention to handwriting to bring it back up to standard and are then excused from the class. There is a large and growing complaint from all sections concerning the poor quality of handwriting among high school students. This is especially true where supervision has been eliminated, where instruction in the grades has been greatly reduced or where students have not been supplied with or properly used a text.

## Our Obligation

A greater demand for correspondence and records, fewer machines with which to do it, and more writing, demand that schools give sufficient attention to the teaching of handwriting so that every boy and girl leaves school equipped for life to write a sensible, plain, free hand.

Handwriting in Brockton  
High

Last year I took over the penmanship classes in the Commercial Department of the Brockton (Massachusetts) High School and found that the penmanship work, as planned here, presents a challenge to student and teacher alike.

The Brockton School System operates under the 6-3-3 plan, so we are a Three Year High School. Some time during the last half of the year, usually in March or April, all commercial students in the last year of Junior High School are given what amounts to a penmanship test and the papers are sent to the High School penmanship teacher for grading. The Ayers Scale is used here and all students whose writing grades 80 or better are excused from taking penmanship in High School. Hence, penmanship is required only for entering students in the Commercial Curriculum whose penmanship grades 70 or less. In other words, no

commercial student who has already acquired a legible business hand takes penmanship.

At the mid-year and again in April at the end of the third term, all students who have succeeded in obtaining an "A" grade in penmanship (90 on the Ayers Scale) are allowed to drop the subject. The program for first year Commercial students here is very heavy, so the prospect of dropping a subject and acquiring two study periods provides a powerful incentive.

In the Senior Year, samples of each Commercial Senior's penmanship are obtained, graded, and kept on file. These samples are obtained in various ways—sometimes by writing a copy of the Gettysburg Address during a Home Room hour—other times by writing a letter of application in the Office Practice Class.

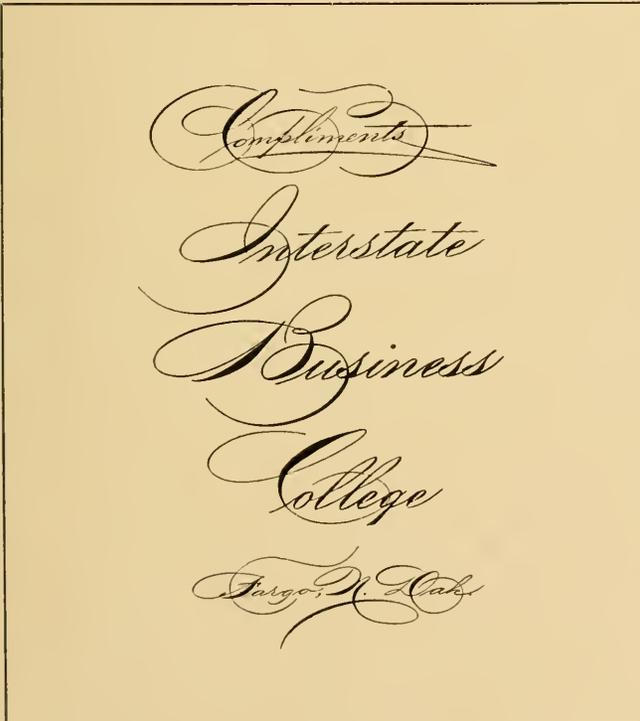
Any senior who has become careless in his writing and whose penmanship grades below 70 is required to take Remedial Penmanship one period a week. This remedial work consists of three weeks of practice on Page 24 in "Functional Handwriting" (Alphabet—capitals, small letters, and figures). The fourth week a copy of the Gettysburg Address is written as a test. If this grades 70 or better, they may drop the remedial work, but may be required to return at any time if any teacher reports their penmanship unsatisfactory. If a student fails to pass after one month's practice, he continues the remedial work for another month, or more if necessary.

In this Senior Remedial Penmanship much individual work is done with the students. Their own difficulties are pointed out and they are shown how to go about trying to correct them. This concentrated practice on individual penmanship problems has resulted in definite improvement in the majority at the end of one month and they have been all allowed to drop the remedial work. Few ever return.

At the present time plans are underway to increase the work in Remedial Penmanship by extending it down into the Junior Year.

This is what we have been doing and what we are planning to do, but—we are in the midst of a global war that is forcing many changes in High School Curricula. What we will be doing next year is anybody's guess.

MARION A. HEBERT,  
Brockton High School,  
Brockton, Massachusetts.



This script was used on a calendar by Frank A. Krupp of the Interstate Business College, Fargo, North Dakota.

Notes Payable Expense Notes Rec.  
 Merchandise Furniture & Fixtures  
 Cash Labor Freight & Drayage  
 Interest & Discount Inventories  
 Resources Liabilities Net Capital  
 Statement Losses Gains Insolvency

How about gripping the pen? The more you squeeze it the more difficult it is to get a nice free line. Let's make an easy job of it.

A specimen of my plain writing. A  
 Business writing must be plain. B  
 Careful practice will bring results. C  
 Do your very best on every line. D

A quitter never wins, but one who perseveres has a chance. No you won't quit.  
 Glide along freely to secure a smooth line.

Ease and freedom are necessary. E  
 Glide along at a good rate of speed. F  
 Fine writing is the result of work.  
 Here is another good line of work.

In writing the sentence see how much real grace and freedom you can get into it. Give special attention to the beginning and ending strokes. Notice where they start and end.

I am gaining rapidly. I am gaining.  
 Join your letters very carefully. J  
 Kind words cost you nothing. K  
 Learn to write a nice plain hand.  
 Move along freely and rapidly. Move!

Keep the down strokes straight. A review of the push-pull exercise helps to establish a uniform movement.  
 Study your position—paper—hand—pen—arms.

Now is the time to learn to write. N  
 Over and over and over again Over  
 Put life and dash into your work!  
 Quinsigamond is an Indian name  
 Remember your position. Remember.

Hold your pen lightly and point it toward the shoulder.

These are nice to write and encourage a free movement.

So we slide and glide along. So. S  
 This is a specimen of my writing. I  
 Use an easy rapid movement. Use.  
 Value your time as you do money. V

You need considerable practice on sentences, words and individual letters. Practice sentences until you can write them well. Master every letter combination.

Will you grasp this opportunity. W  
 X is a letter we very seldom use.  
 You can become a good plain writer.  
 Zaner and Blosier are fine penmen.

Practice the words alone. Pick out the parts which give most trouble.

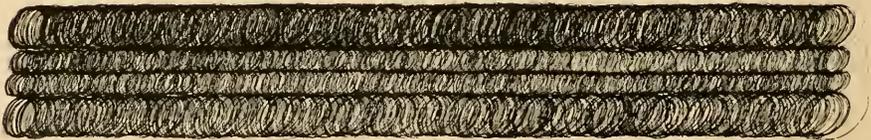
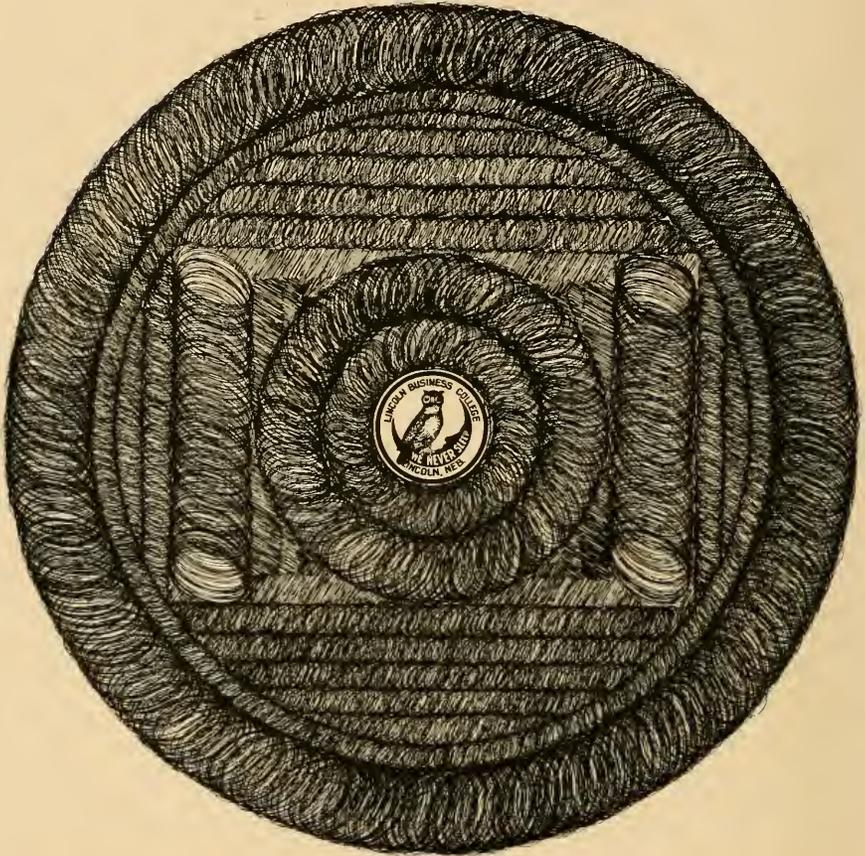
A good handwriting will come in handy many times in your life.

A free movement is a positive  
 essential in the execution of  
 practical writing. Are you using  
 such a movement?

Good handwriting is still in demand. It may help you to secure a position.

Compare your last work on this lesson with alphabet made at the beginning.

# MOVEMENT DESIGNS



Have your students make designs from movement exercises. They will enjoy this practice and develop a strong fluent motion. Why not have an exhibit of movement designs along with handwriting specimens for your next P. T. A. meeting, or display them in some store window? It will help to create interest in handwriting.

EXCERPTS FROM  
MRS. NORMAN'S NOTEBOOK

HOW TO BEGIN WITH PRIMARY  
PUPILS

Instruction should begin with large blackboard writing. Letters and exercises should be 4 inches high. It is a good plan to allow children to write as large as they want to.

Pupils should stand about eight or ten inches from the board with feet flat on the floor. The left side of the body should be turned slightly to the board. Children should write directly in front of their vision.

The eraser is held in the left hand behind the back. Give the child an eraser. Show him how to hold it, and you have gone more than half the way in teaching the correct position at the board.

Chalk should be held between the thumb and first and second fingers. It should point toward the palm. Begin with half length crayon and use it down to one-half inch. Dispose of tiny pieces of chalk. Do not allow young children to use boards for mere busy work. They will be sure to acquire bad habits. All the writing should be done at the board for the first few weeks at least. Many primary teachers use only blackboard writing for the first three or four months. Writing on paper can wait a little while.

ILLINOIS STARS

Thirteen stars born in the State of Illinois.

D. L. Musselman  
H. P. Behrensmeier  
A. D. Taylor  
E. C. Mills  
H. G. Healey  
O. D. Poster  
E. M. Coulter  
C. A. Barnett  
E. A. Bock  
H. A. Reneau  
S. C. Bedinger  
M. T. Vanordstrand  
C. L. Martin

The above list of Star Penmen, who were born in the state of Illinois, was collected and submitted by the president of The National Handwriting Council.

Since a complete list of penmen and their birth places is not available, and since there naturally is a wide difference of opinion as to the names which should be included, we are inviting our readers to submit their lists or names of penmen born in Illinois whom they think should be included. Perhaps some outstanding penmen have been omitted.

Lists of thirteen famous penmen born in other states will be welcome from anyone.

From the N.A.P.T.S.

PRESIDENT'S GREETING

These are no ordinary times and the entire fabric of education is being carefully evaluated in the light of man's present needs. Recording of events and written communications are still of major importance and must be carried on.

In civilian life we will have to depend more upon our ability to write in longhand, because many of the typewriters are being requisitioned for government use. There is a need for more writing and better writing; more intelligent practice in writing will produce more legible applied writing. Our friends and relatives in the armed forces want and should receive letters from home. These letters should be legibly written to give the boys joy and satisfaction in reading them rather than to create a proverbial Chinese puzzle.

In order to make handwriting function there must be sufficient knowledge and understanding of the underlying techniques that will produce legible handwriting. Skill comes only by intelligent use of the techniques.

It is very significant that two commercial pen companies have gone on the air at this time.

*Mission*

*Do not then stand idly waiting  
For some greater work to do, -  
Fortune is a lazy goddess,  
She will never come to you!  
Go and toil in any vineyard,  
Do not fear to do or dare,  
If you want a field of labor,  
You can find it anywhere.*

*H. non.*

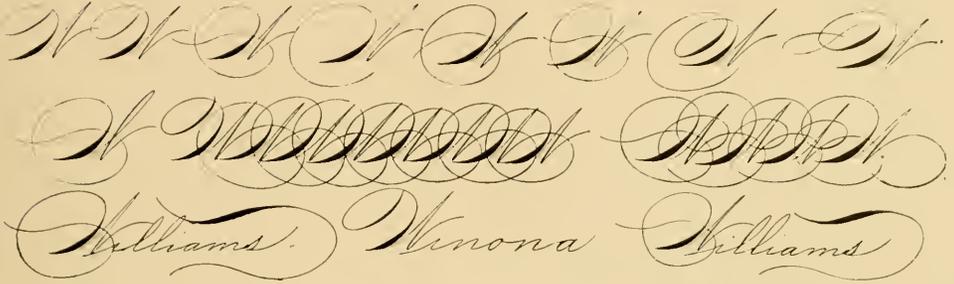
Writing from Milton H. Ross, Salt Lake City, Utah.



These exquisite W. E. Dennis flourishes were loaned to us by W. J. Tenny, 121 N. Fitzhugh Street, Rochester, New York. We recently saw flourishes like these used by one of the large chain stores on many of their display price tags—and they attracted considerable attention.

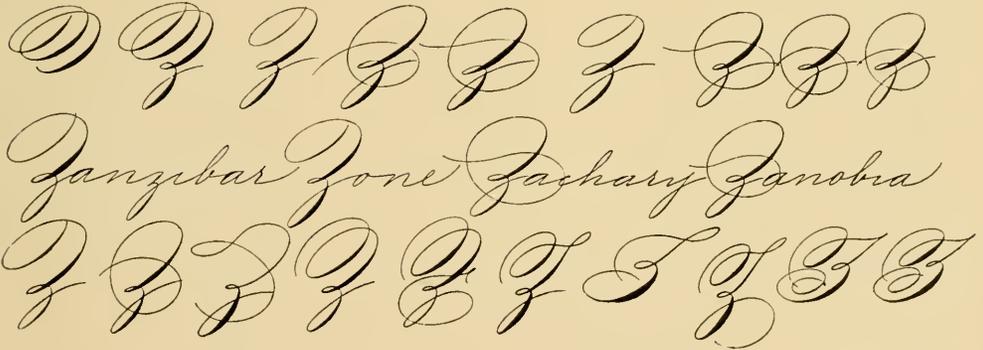
# A Course in Ornamental Penmanship

Follow This Course and Improve Your Skill in Business Writing



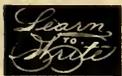
Get nice beginning strokes. You can start letters in many different ways. Practice all of the different beginnings so that you can make well which ever one fits into the combination you are writing.

Try to keep your beginning strokes uniform in size and flourish as possible. Avoid mixing simple and elaborate flourishes in the same group of letters unless such a combination seems best. You must be the judge of styles you use. Use good judgment, and study the work of good penmen to improve your ideals.



Parallel lines are important in penmanship. Study them and wherever possible secure pleasing effects by maintaining parallel lines.

Legibility is after all the most important quality. Don't lose legibility by flourishes and meaningless lines. Every stroke should have a purpose, otherwise omit it.



Write for our new Free Book, "How to Become a Good Penman." Enclose 10c for a Professional Pen Point and your name beautifully written. Write today.  
**THE TAMBLYN SCHOOL**  
 438 Ridge Building  
 Kansas City, Mo.



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**MISSOULA, Mont.**  
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**SHORTAGE OF TEACHERS—ALASKA AND THE WEST.** Vacancies all departments. Many certification requirements suspended. Registration fee deferred for immediate enrollment. Superior placement service for over a quarter of a century. Certification data free to members.

# Lessons in Script

Engrosser's Script to be beautiful must be uniform in a number of things like slant, thickness of shades, height, spacing, turns and retraces.

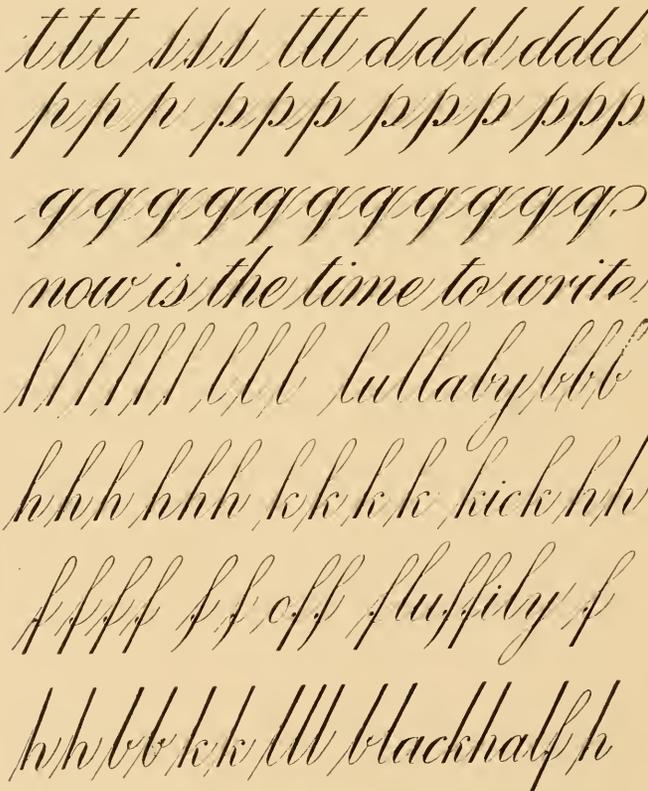
The lines must be smooth and clean. To get smooth lines the holder should be so adjusted that the pen slants in the same direction as the heavy shaded down strokes.

One must learn to draw steady lines. Keep the hand down firm on the paper. The hand may be turned over on the side more than in ordinary writing and not up resting on the ends of the fingers. The side and heel of the hand may bear the weight of the hand. This gives one a firm foundation and produces a steadier stroke.

This style is usually written very slowly and carefully. The pen is raised on all turns on the base line. This enables one to go from a heavy shade to a hair line easier and without dragging the shade out awkwardly around the turn.

To secure uniform size head lines are ruled with a sharp pencil. It is then not a difficult task to hit the head and base lines. Care is the important thing. You can't swing it offhand like business writing without missing the head and base lines. You can't maintain uniform thick shaded down strokes unless you use care and go slow enough to control the pen.

Repeating letters or upper and lower turns as exercises is one of the best ways to develop the ability to press on down strokes uniformly and automatically. This also helps to make regular spacing automatic. You should not have to think very much about spacing, size and slant if you do enough practice to make your writing natural. If you have to think how to make each letter your work is likely to be stiff and awkward. So do sufficient practice that writing is an easy task.



## AN INVITATION TO YOU

Greetings, to All who are interested in handwriting.

You are cordially and urgently invited to attend an interesting meeting dealing with the important question of "What is the Future of Handwriting in the Public Schools?"

Somewhere, somehow, someone has slipped. Schools must now be set up in our U. S. A. camps to teach reading and writing so that our armed forces shall not be classified as illiterates. Can the public schools ignore sufficient training in these vital subjects?

Come—Listen to experts who know.

Speakers—Miss Gertrude Toomey, Supervisor of Handwriting, Hartford, Conn. Mr. Harry I. Good, Associate Superintendent of Schools, Buffalo, N. Y. Mr. John Kirk, Director of Business Education, Philadelphia, Pa.

Time—April 23, 1:30 P. M.

Place—Commodore Hotel, New York City.

Sponsor—New Jersey Department of Handwriting, N. J. E. A.

Through the kind invitation of the Eastern Commercial Teachers Association it has been made possible for us to hold this meeting at the same time and place as they hold their Annual Convention this year. There will be many commercial exhibits that you will want to visit. Please take advantage of this opportunity and plan to be present.

The May meeting usually held at Rutgers College has been cancelled. This meeting is being held in its place. There will be an election of officers at this time.

Sincerely yours,  
MAUDE E. MEYERS  
President

## FOURTH GRADE LESSON

Mabel Anderson

We go carefully at the retraces.

W w a a c c P P b b R

We swing along between pauses.

W w ~~W w~~ W w w w w w w w

"Girls and Boys, I would like to have you write a sentence for me. If you are not sure of the spelling of any of the words in the sentence you may omit them. Be sure to leave a place for the words omitted so that we may put the words in the sentence when we have learned to spell them."

"Take time to clear your desks and get ready to write. Write the sentence: **We go carefully at the retraces.** Pens down. Were there any words you were not able to spell? Alice, tell us your word." Alice answers, "I was not sure of the spelling in the word **carefully.**" "Very well, I will write it for you on the blackboard." Teacher writes, pupils watching. Teacher says, "Did you notice that my chalk stayed on the blackboard all the time I was writing the word? Note the color of the letters. If you know how to spell words and keep your chalk moving it is an easy matter to make all of the letters the same color or shade. Now for the spelling of the word. Alice, how many little words do you see in the big word? Name them." Alice, "I can see **care** and **full.**" "That is correct. Add **y** and you have the entire word. Now class say **care full y** (short i). Alice name the parts of the word instead of the letters as you write and I am sure you can spell it correctly. Do not lift your chalk until you come to the end of the word and your letters will all be the same color or shade." Alice writes the word with the class watching. "Alice, you did a fine job of spelling and I like the color of your writing. Now I will help you get the correct proportion of the letters. The letters **f** and **l** should have straight backs and they should be three times

as high as the small letters. Suppose you be my helper and we will show the class how to make the letter **l.**"

"Class, Alice and I are going to draw a line on the blackboard even with our eyes. Next we stand the eraser on end and make a line out from the top of the eraser parallel with the base line."

See that each pupil is supplied with a textbook and good handwriting material. Make the daily writing class interesting by correlating it with other subjects.

"Now we will draw a curve from the bottom line up to the top line, next a straight slanting line from **l's** back and ending curve up  $\frac{1}{3}$  of a space high."

"Now watch us write the small letter **l.** I like your **l** Alice. It has a straight back. If we cover up the loop in the letter we can see a small letter **i** in the bottom of the letter. Now class you have watched Alice and me write the letter for you. Suppose that you write the letter on your paper several times, testing each letter before rewriting it. Class watch Alice and me make the letter **f.** First, we make a curve just like the one at the beginning of the letter **l** then a long slanting back that goes through the base line and  $\frac{1}{2}$  the way down to the next line. Next a curve up to the base line and a curve up from the base line as high as the small letters in a word— $\frac{1}{3}$  of a space

high. The following descriptive count may help you remember how to write it—swing, slide way down, tie it on the line and swing up again. Now class make the letter on your paper and then write the letter **f** several times, testing the letter each time you write it. In the meantime Alice and I will get ready to write the word **carefully** for you at the blackboard."

Alice and the teacher make the two lines then divide the lines into three spaces as follows:  $\frac{1}{3}$  of the way up from the base line a dash is made at the beginning of the lines,  $\frac{2}{3}$  of the way up a second dash is made—this dash shows the height of the letters **t, d** and **p.** The tall letters go from one line to the other. Teacher then writes the word **carefully**—making all the small letters one third of a space high and the tall letters one full space tall. Next Alice writes the word for the class. Teacher says, "Alice that was excellent. Now class place your dashes between the next two lines on your practice paper and write the word **carefully** two or three times. Be sure to keep your pen moving when you write—watch the dashes at the beginning of the line before attempting to write so that you can make your letters even in height."

"Alice, you may be seated now. I appreciated the help you have given us. Entire class may now write **We go carefully** on the next line of your practice paper. Tomorrow we will work on the word **retraces.** Be prepared to tell me the meaning of the word."

# Our Lesson in Manuscript

## ORDER IN WHICH STROKES ARE MADE

a b c d e f g h i j k l m

n o p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0

Here are the small letters and figures with the order of the strokes indicated. Keep in mind that the alphabet in Manuscript is made mainly from the straight line and circle.

## CORRELATION IN GRADE ONE

Miss Joslin,  
We are going to  
a play about Milk.

The print writing above shows what has been accomplished by one child during the first grade.

Test your first grade pupils to see if they do as well as the above. Constantly call their attention to irregularities in slant, spacing, height, etc.

# THE ARMY CHAPLAIN

DEDICATED TO LIEUT. A. S. CARNEY, U. S. ARMY  
By GERTRUDE R. ARNHEITER

When the great guns are silenced  
And the cannon no longer roars  
And the sun reflects on silver wings  
Patrolling once more peaceful shores,  
Then I'll pause a moment and ponder  
On the war that I've just been through  
And there through memory's channel  
The Army will pass in review,  
Of all the countless hundreds  
Who served Our Country's cause  
None deserves more honor  
Than the Army Chaplain does.  
He went about his duties  
In an unobtrusive way  
Laboring for the souls of men  
Diligently day by day.  
At the crack of dawn you'd find him  
Up and around with his men,  
Cheering the fellows of one group  
Before he'd be off again,  
To seek out some lonely soldier  
Whose spirits had sunk so low  
He felt all alone and dejected  
And knew not which way to go,  
But the Chaplain gave him the answer  
He knew just the right thing to say,  
And one more soldier was guided,  
And one more shown the way.  
And then, as we went marching,  
For miles o'er the country wide,  
We were certain to find the Chaplain  
Marching there by our side.  
For Lo! As the shadows deepened  
Across the trodden sod,  
He brought God to the soldier  
And in turn, brought the soldier to God.

Our day's work was over  
But he still had more to do  
The boys who were ill or on sick leave  
Were in need of some ministering to;  
So while we were recreating  
You'd see him steal away  
To the cots where the boys were lying  
Or go off to the chapel to pray.  
He never seemed to weary  
Of lending a helping hand  
To ease the weight of trouble  
On the mind or soul of man.  
Then one day it happened  
The order did come through  
To cease the drill and training  
And get into the battle too.  
Oh, the one grand perfect feeling  
As I crossed the endless sea  
Was the fact that the Army Chaplain  
Was crossing it with me.  
The scene shifts to the battlefield  
Mid bombs and bursting shell,  
Where comrades, dead and wounded  
Went through an earthy hell.  
'Till the Chaplain passed among them  
And lifted his blessed hand  
And poured God's choicest Blessings  
On the wounded hearts of men.  
And now, Dear Lord in Heaven  
Listen to the plea  
Of countless hundred soldiers  
As we petition Thee:  
'God Bless the Army Chaplain,  
God crown him with His Love,  
And when his life is ended,  
Bring him to Your home above.'

## THE TWO TEMPLES

A builder builded a temple,  
He wrought with care and skill,  
Pillars and groins and arches,  
Were fashioned to meet his will.  
And men said, when they saw its  
beauty,

"It shall never know decay;  
Great is thy skill, O builder,  
Thy fame shall endure for aye."

A teacher builded a temple,  
She wrought with skill and care,  
Forming each pillar with patience,  
Laying each stone with care,  
None saw the unceasing effort;  
None knew of the marvelous plan;  
For the temple the teacher builded  
Was unseen by the eyes of man.

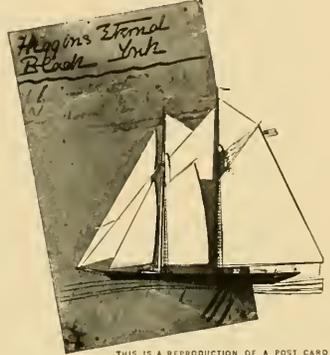
Gone is the builder's temple,  
Crumbled into the dust,  
Pillars and groins and arches  
Food for consuming rust.  
But the temple the teacher builded  
Shall endure while the ages roll;  
For that beautiful unseen temple  
Was a child's immortal soul.

From The Akron School Herald.

# HIGGINS

## ETERNAL BLACK WRITING INK

is proof against age, sun-  
shine, fire and flood—  
**PERFECT for penmanship**



THIS IS A REPRODUCTION OF A POST CARD WRITTEN UPON WITH SEVERAL SO-CALLED "PERMANENT" INKS AND MAILED TO THE MAST OF A SHIP FOR SIX MONTHS—ONLY HIGGINS ETERNAL SURVIVED THE TEST.

Higgins Eternal Black Writing Ink is a pure carbon ink. It will last as long as the paper on which you write with it. Its clarity and jet-black writing make it ideal for instructions and use in penmanship. No line too fine, no stroke too broad for its free flow and opacity. It helps develop dignity and character in writing.

In 2-oz. cubes, half pints, pints, quarts and gallons. Ask your dealer, today.

# HIGGINS



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of my favorite pens and your name with a beautiful flourished bird on a card. Write today.

**T. M. TEVIS**

Box 25-C Chillicothe, Mo.



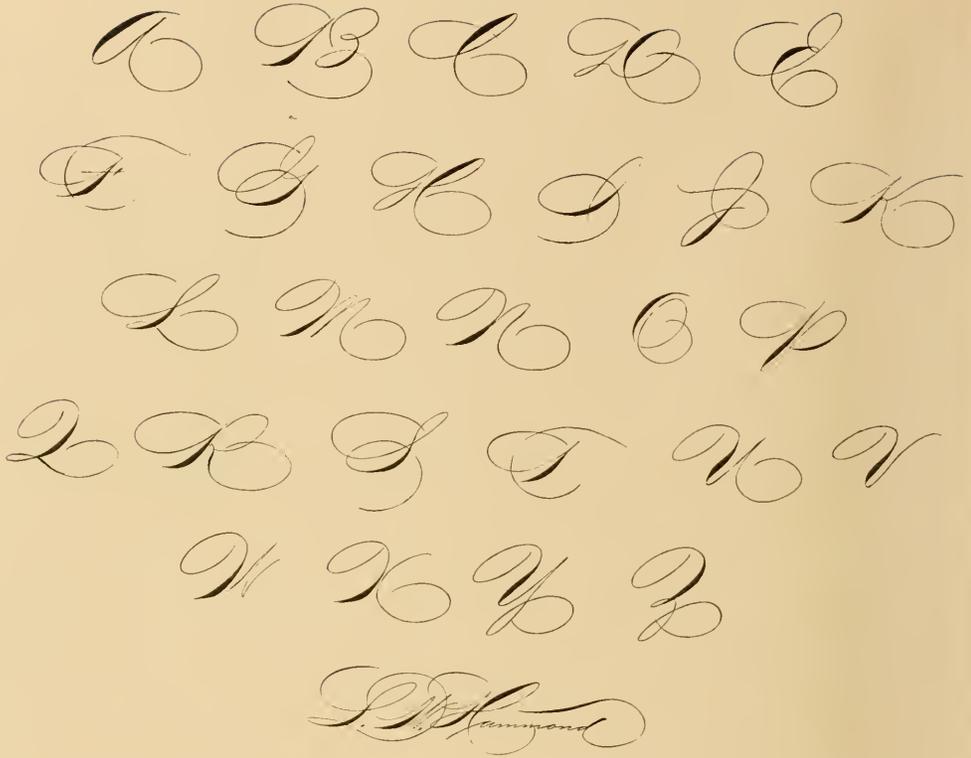
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Help a man in uniform enjoy his leisure hours. Give your good books to the 1943 VICTORY BOOK CAMPAIGN. Leave them at the nearest collection center or public library, or mail to 1943 VICTORY BOOK CAMPAIGN, Room 1503 Empire State Building, New York, N. Y.



This alphabet was made by Mr. Leon W. Hammond of 2925 Rockefeller Avenue, Everett, Washington. Mr. Hammond is a very skillful penman having devoted many years to penmanship. Some of the heavy lines are due to the fact that the original was so light and delicate that the engraver had difficulty in reproducing it.

#### MR. AND MRS. STEED SUCCEED

Our readers in the past have seen penwork from C. C. Steed, president of the Elizabethton, Tenn., School of Business. For a good many years, Mr. Steed was associated with the Bowling Green, Kentucky, Business University. He received much of his commercial training from that institution. He also received penmanship from the Zanerian College. Mr. Steed is ably assisted in the commercial educational work by Mrs. Steed, who is treasurer of the school.

The Elizabethton School of Business was established because the founders believe there is a definite need for an institution of this kind, that would devote its exclusive time to education in business. The work in this institu-

tion is on a full-fledged collegiate level, which is a departure from the established practice in business colleges.

Its curriculum is dedicated to advanced study, which is considered necessary to meet the high standards of efficiency in modern business and industry. Its curricula are offered on a one- and two-year basis, which includes more vocational commerce than is required in a four-year college course. Regular standard entrance requirements are maintained, and the school operates on a four-quarter basis.

The school is fully accredited by the National Association of Accredited Commercial Schools, which is recognized throughout the United States and Canada. It is approved by the State Department of Tennessee to train students under the Vocational

#### Rehabilitation Provisions.

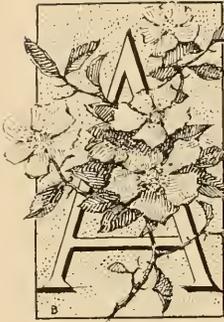
Particular emphasis is placed upon social opportunity and personality development. Chapel exercises, field trips, picnics, parties, and receptions make work a pleasure in this institution. The school sponsors a number of clubs such as the Press Club, Glee Club, Graduation Class, Penmanship Club, and Speech Club. There are two international sororities in this school, Theta Alpha Chi and Alpha Tota. All of these activities develop poise, culture, and refinement among the student body.

Regular commencement exercises are held annually. These include the class banquet, the baccalaureate sermon, a reception for the graduates, and the commencement proper at which diplomas are awarded to the graduates.



**U**erba mea auribus percipe do-  
 mine. intellige clamorem meum.  
 Audire uocem orationis mee. rex  
 meus et deus meus. **N**on  
 in furore tuo arguas me ne-  
 que in ira tua corripias me.

**Q**uoniam uocem meam domine quoniam infirmus sum. salua me  
 domine quoniam conturbata sunt omnia ossa mea. **Q**uia  
 anima mea turbata est ualde. sed tu domine usquequo.



**BROWN'S  
ALPHABETS**

iiii dds llc xii wmm-  
 ABCDEFGHIJKLMNOP  
 QRSTUVWXYZ S III MOI

**DIPLOMAS ENGROSSED** WXYZPO

ABED E V S J S J N L M N O P Q R S T U V  
 V W X Y Z a b c d e f g h i j k l m n o p q r s t u v w x y z  
*Legibility is important*

**DESIGNING AND ENGROSSING**  
 By E. L. Brown

We are presenting in this connection a single-stroke letter which can be rapidly written and easily read. The initial shows how the effect of the printed page can be enhanced by using a decorative start word.

Rule top and base lines to regulate height of letters and use a number 2½ broad pen for the lettering. Write the exercises first to attain dexterity in handling the broad pen. Very little retouching should be necessary. Use Zanerian India ink, never common writing inks for nice pen work, especially avoid its use in preparing drawings for zinc etching process.

A number 170 Gillott or similar fine pointed pen may be used for treating color values of leaves and flowers. Aim for the contrasting effect of light and dark. Study quality of lines for various effects.

Let us not forget the profit and pleasure giving pursuits in these times of stress and uncertainty when men are called to give their thought, time and energy for purposes of destruction and death, that people of the world may again live in a realm of peace and happiness. Right will prevail over might, it always has, it always will.

AS ONE OF PHILADELPHIA'S MOST  
 IMPORTANT INDUSTRIES AND A POTENT  
 FACTOR IN OUR COUNTRY'S GREAT-  
 NESS.



AND EASY OF APPROACH

*loyal and true to the ideal of a just  
 life, you have necessarily gathered  
 around you a staff of employees who  
 being encouraged by your noble ex-  
 ample have exalted themselves to  
 emulate your many virtues, and  
 jealously endeavored to reflect them  
 in themselves.*

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 Trenton, N. J.

This dainty resolution was prepared in the Ames & Rollinson Studio, New York City.

## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

## HIGGINS INK CO., INC. ISSUES NEW BOOK

SCRIPT AND MANUSCRIPT is the title of a beautiful, new 36 page booklet on lettering released by Higgins Ink Co., Inc. There are illustrations on every page and the main section of the book is devoted to 32 modern script alphabets with an explanation of their uses. Amongst the instructional pages on lettering are several devoted to manuscript writing and others to engrossing. The work on engrossing was selected both for excellence of workmanship and variety of style and alphabets. Readers of the Educator will be especially interested in these fine examples of art work.

SCRIPT AND MANUSCRIPT is a

handsome addition to the series of Higgins books stressing various uses of their Drawing Inks. It retails at 50¢ per copy.

## A LITTLE VARIETY

Michael J. Lepholz, in a letter dated March 14, writes that he received a long distance call from his son-in-law stating that a son had arrived. The grandfather was so excited that he didn't even give us the boy's name.

Mr. Lepholz is the engrasser of 29 White Avenue, Baltimore, Maryland, who is one of America's skillful penmen. Even though he is "grandpappy" he is steadily improving. We quote from his letter, "Don't let anyone tell you that a grandpappy can't improve. At this age one is just becoming good." Mr. Lepholz is an enthusiastic penman and an admirer of the Educator, and has contributed from time to time to its columns. We extend congratulations and hope that the grandson will become as fine a penman as his grandpappy.

## TEACHER OBJECTIVES

- H Have a definite plan for each lesson
- A Attack the big difficulties first
- N New procedures create new interests
- D Devote the allotted time to daily instruction
- W Write for children to show the "how process"
- R Right models help form right images
- I Instruct in blackboard writing
- T Train in habits of healthful posture
- I Interest the slow moving child
- N Never neglect the left-handed child
- G Grow constantly in new methods and procedures.

From The Pen—Published by Department of Handwriting New Jersey Educational Association.

*Rockland, Me. Jan. 27, 1899.*

*and  
James Robinson Co.,  
New York.*

*Dear Friends,*

*Enclosed you will find  
a list of names for the Penman's Art  
Journal, subscriptions to begin with the  
current issue.*

*I admire the Journal  
and wish you abundant success.*

*Yours truly,  
E. S. Brown.*

FAMOUS LETTER—This letter was written 44 years ago by Mr. Brown, who at that time was one of the very fine penmen. Since that time very few issues of the Educator have been published which did not contain some of his masterful work.



# From A To Z in Ornamental Penmanship

— By —

*A. L. Darnex*

*With instruction to acquire knowledge and skill*

*As a letter seldom used, but must be mastered*

*For persons usually accomplish some thing*

## EDWARD C. MILLS

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Page of combinations of your name—  
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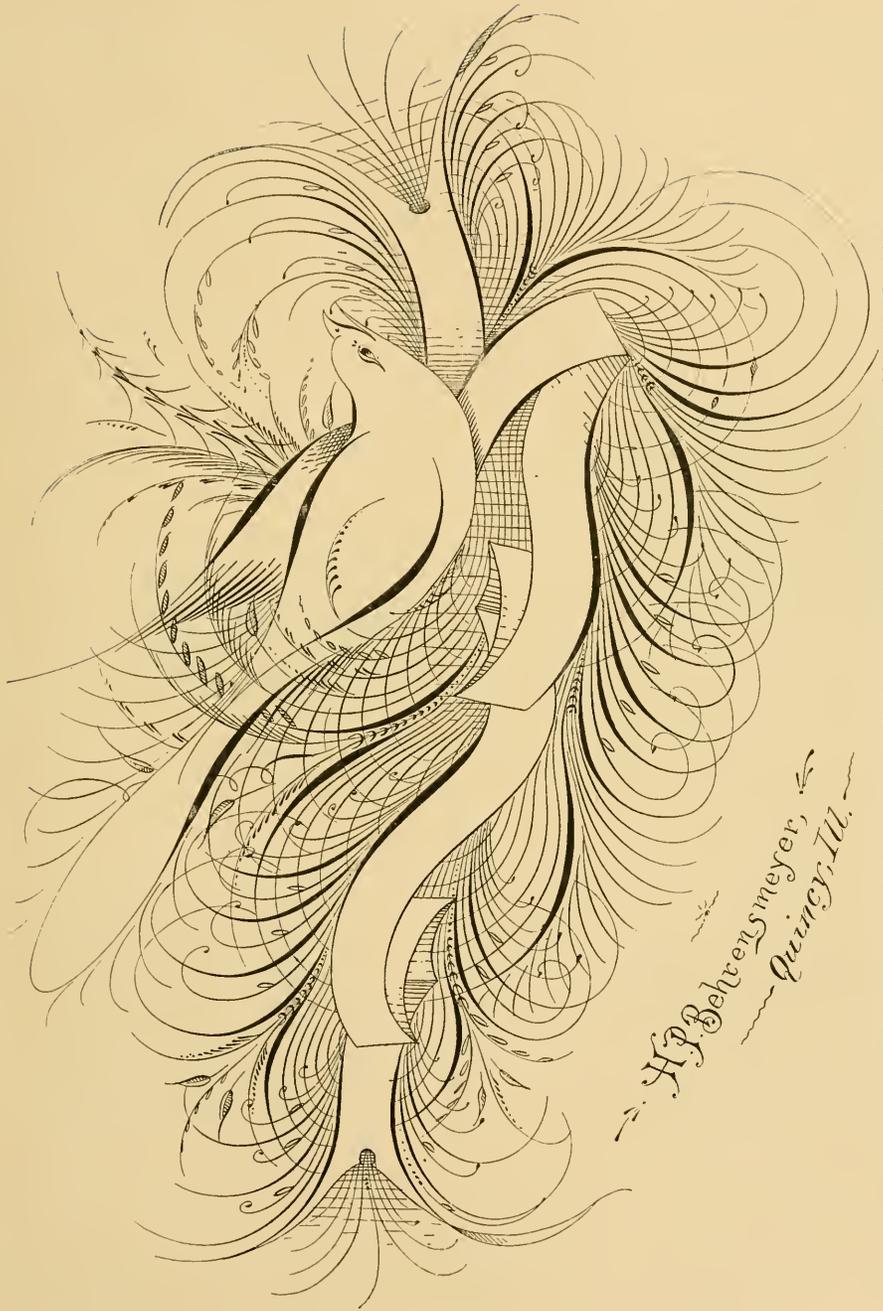
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TESTIMONIALS FROM COAST TO COAST

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H. P. Behrens Meyer,  
Quincy, Ill.

A typical Behrensmeyer flourish containing all the grace, action, beauty, etc., for which his flourishes are famous. The plate was loaned to us by D. L. Musselman of the Gem City Business College, Quincy, Ill.

# BOOKS ON BUSINESS PENMANSHIP

## ZANER & BLOSER MANUAL 96



The penmanship examples are some smaller in size than those in our Manual 144.

The first ten pages contain numerous illustrations, and fully explain the essentials of success in learning to write, such as correct position, movements, speed, etc.

Then follows a very complete course of penmanship copies and instructions consisting of 135 lessons.

In addition, it contains many pages of applied writing, such as business forms, paragraphs, letter writing—a most valuable lot of material for advanced penmanship students.

It is intended for use in Junior and Senior High Schools, Business Colleges, Parochial Schools, Commercial Departments and Grammar Grades; in fact, for all schools where a neat, legible, rapid handwriting is desired. It is also a complete guide for home students.

Price, postpaid, 25c. Per dozen, \$2.40

## SHORT CUT TO PLAIN WRITING



The book is typical of the title, a real "Short Cut to Plain Writing."

It is constructive rather than revolutionary, and reformative rather than reactionary. It is based upon the idea that it is better to improve the quality of the writing rather than change the style; that most writing is poor on the part of a few letters only and that it is better to change the good ones.

Of course, it is a book for busy adults rather than for children; neither is it intended for people who are "soft" in their theories, but rather for the growing, going, ambitious, progressive people.

It's different; it's unconventional; it's stimulating; it's helpful; it's concrete in its suggestions.

Price, postpaid, 25c. Per dozen, \$2.40

## FUNCTIONAL HANDWRITING



A simplified practical course which quickly brings marked improvement in any individual's handwriting.

It begins by giving detailed instructions how to diagnose your handwriting and then how to practice to overcome the defects and improve the legibility of the writing. It actually makes you want to write better. Facsimiles of many business forms, formal invitations and book reports are only a few of the interesting contents.

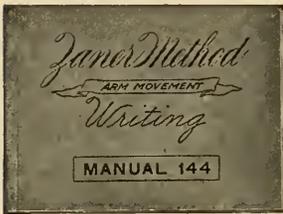
Functional Handwriting, size 6 1/2 x 8, 132 pages, is especially adapted for regular classroom penmanship and for advanced pupils.

Price, postpaid 40c. Per dozen, \$4.00

The following books are the best to be obtained on the subject. No similar publications have ever had such a large sale as these books are having today. One of the secrets of the success of many persons is that they are able to advance themselves with the aid of good books. This ability every ambitious person should acquire.

Persons who intend entering the Zanerian College will find it greatly to their interests to secure as many of these works as possible and master their contents before coming. By so doing pupils are able to complete the course in the Zanerian in less time than they otherwise could. Of course, the books are not for prospective Zanerian students alone, but for all who wish to master the subjects treated. If a number of books are desired at one time, write for special prices.

## ZANER METHOD WRITING MANUAL 144



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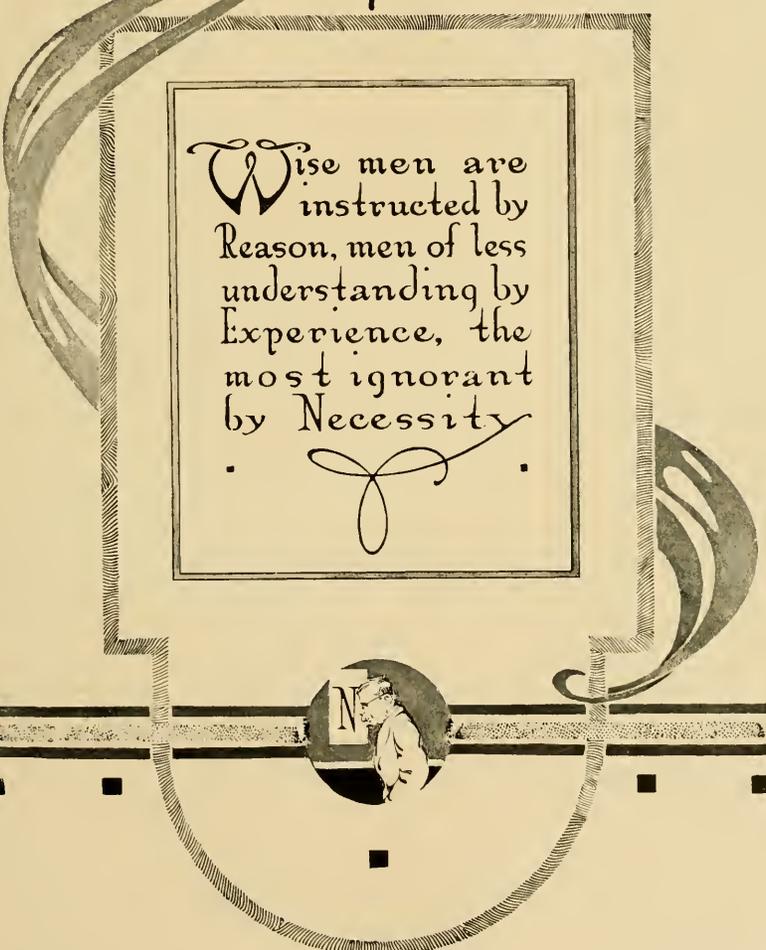
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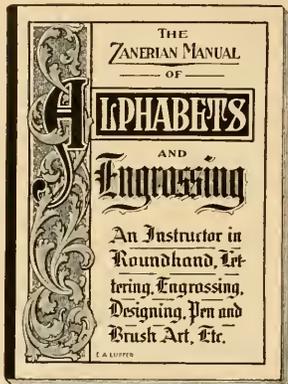


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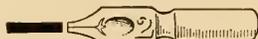


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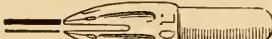
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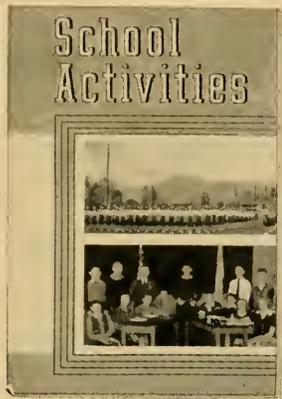
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### CHILLICOTHE BUSINESS COLLEGE REMODELS DORMITORY

Because of the change in student body, switching more to girls, the Chillicothe Business College, Chillicothe, Missouri, has found it advisable to remodel Empire Hall, the largest of the dormitories on the campus. This hall for years has been the main boys' dormitory. It now will be the fourth dormitory for women. The extensive alterations and improvements are being made and the work is expected to be ready for the big summer opening in June. The building contains three floors and basement and will be overhauled completely. It will include a superintendent's room and the House Mother's apartment. Additional space will be provided for baths, laundry, ironing rooms, trunk rooms, etc.

The Chillicothe Business College is one of the large business colleges of the United States. It has eight large buildings on its campus. It is a school where pupils can get an up-to-the-minute commercial education at a minimum of expense. It is one of the institutions of which our country can be and is justly proud.

### PURCHASES SCHOOL

M. O. Kirkpatrick, Vice President of Cecil's Business College, Asheville, North Carolina, has purchased the King's Business College of Charlotte, North Carolina. Mr. Kirkpatrick will take over the duties in the school at the completion of the spring term of the public schools. He will continue the present policies of the school. He hopes to increase the enrollment and make improvements.

Mr. Kirkpatrick is president of the Southern Business Education Association and served in 1939-40, as the first president of the North Carolina Private Business Schools, was secretary last year of the Asheville Rotary Club, is happily married and has two sons. Mrs. Kirkpatrick maintains a lively interest in civic affairs and under their guidance, we expect the school to continue to grow and serve the community as it has for many years.

A very fine script envelope has been received from Rosario C. Sciaccia, 644 E. Division Street, Syracuse, New York.

Edward Maack, Route 3, Valparaiso, Indiana, has for a number of years been working hard and faithfully on his Engrosser's script and other penwork. We receive samples of his Engrosser's script from time to time, and the samples before us are of quite a high professional standing. Mr. Maack tells us that he has been doing the diplomas for one of the county schools for the past four years. The diplomas average 300 per year. He fills them in in script. He does work for other organizations like churches, prepares Christmas cards, etc. He is a great admirer of the Educator and liked the November number in particular. He always looks forward to receiving the Educator, which he credits for much of his success in the penwork.

Penmanship pays good dividends.

D. R. Mallen of the Collegiate Institute and Vocational School, Brockville, Ontario, Canada, recently sent us some black cards, written in white ink, which show that Mr. Mallen is doing some exceptionally fine ornamental penmanship these days.



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# The Educator

America's Only Handwriting Magazine

VOL. 48

COLUMBUS, OHIO, MAY, 1943

No. 9

## CURES for Common School Ills

With malice toward none—realizing that even your best friends won't tell you—

We, the committee, humbly submit our cures for common, everyday, school ill.

No. 8

### A RAP ON THE WRAPS

Let's make our children conscious of the orderliness of a coat room. If you patronize the dry cleaners you can soon accumulate enough hangers so that each child may have one of his own. Keep the hat on the hook and the mittens in the pocket. Think what an ideal "mate" we will have begun if we teach them to hang up their clothes neatly. And please! Coat rooms are for coats and hats and not store rooms for our surplus debris.

### BASEMENT ABASEMENT

Is your basement the "skeleton closet" for the school? Is it the "catch all" for discarded books, stage properties, picture frames, and outdated projects? Have a good bonfire. Better still, use it for fuel at your next wiener roast.

Give your basement a touch of fiesta; use some light paint on the walls and hang some bright flowered material at the windows. Perhaps you can make it into an attractive game room for those rainy days.

#### The Committee

Edith Becker  
Mrs. Betty Anderson  
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Margaret Sorenson  
Marguerite Zimmer  
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Courtesy of Lake County Board of Education, Waukegan, Illinois

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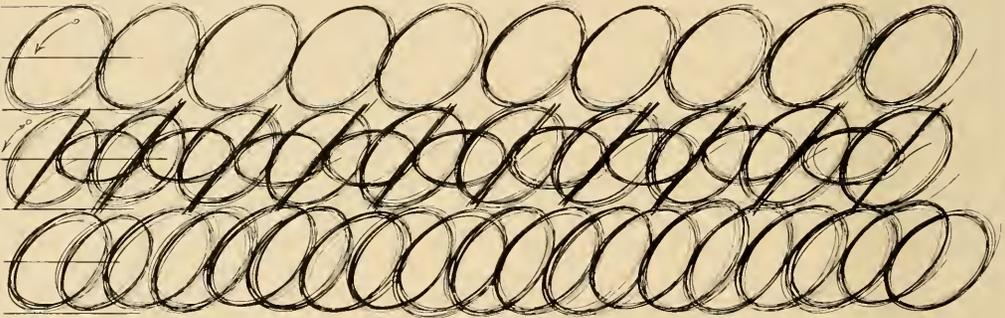
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THE EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Wartime Business Penmanship

A B C D E F G H I J  
 K L M N O P Q R S T  
 U V W X Y Z T. Courtney

Before practicing the copies for this month make an alphabet for comparison of progress. Check it with the one made last month. Try to strengthen the weaker letters.



A warming up exercise. Try it before each practice period or when your muscles seem tense.

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After writing the entire receipt, pick out the difficult letters and combinations of letters and practice them. You will need more practice on the individual words. Make many lines if necessary of each word until you can write all the words in this copy accurately and with ease.

Chicago, June 10, 1914.  
 First National Bank.  
 Pay to the order of C. P. Zaner \$140.00  
 One hundred forty  $\frac{00}{100}$  Dollars  
 and charge to account of  
 Cyrus Handy

There is enough material in this copy to keep you busy for many days. We suggest that you make at least a page of each capital and small letter in this copy or at least enough to make them well. Spend your time on the letters which give you the most trouble.

Pocatello, Ida., Apr. 1, 1914.  
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 to R. M. Bowers & Co.  
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After writing the copy or part of it compare your work with the copy. How is your slant? Draw lines down through the backs of the letters to test the slant. Watch that the second part of the letters like n, h, k, etc. is the same in slant as the first part.

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Check your margins. Leave margin around your work. Don't crowd the edges of the page. Spread your work out. See that it is not crowded at any one place.

# What Is The Future of Handwriting

Miss Gertrude E. Toomey  
Supervisor of Handwriting  
Hartford, Conn.

It is fitting and in tune with the theme of this convention and the trend in both education and world affairs to contemplate, discuss and plan for penmanship instruction in a post-war world. Last week, here in the Commodore, the National Resources Planning Board met to discuss the financing of a post-war educational program, a program to provide equal educational privileges for all. Plans were offered for the expenditure of millions for capital outlay and an equal amount for raising the quality of instruction at all levels. It was recommended that adequate research facilities be set up to carry out this ambitious program. What have we to offer? What part should penmanship instruction have in these post-war plans? What need we do now to prepare for that future?

We need to consider first the adequacy of present penmanship instruction. I think most of you will agree that, in terms of nation-wide instruction, the program is woefully inadequate. This has been evidenced most concretely in defense areas like Hartford where the sudden need for labor has attracted families from every state in the union, Alaska and the Philippines. The majority of students have had little or no instruction in either recognizing or forming letters correctly and no training at all in those habits recognized by handwriting instructors as essential for basic skill. Yet legible handwriting is necessary to carry on the simplest elementary school program, be it traditional or progressive. What is the cause, the root of this difficulty?

Many elements have to be considered—the fact that modern life demands a crowded curriculum, and time has become too limited for sufficient instruction in fundamentals, that many of our teachers are incompetently trained and all are overworked. Even in schools with a well-balanced program, with an equal division of time allotted for mastery of skills and activities, time for penmanship instruction has been reduced to a minimum. The accepted pattern for elementary schools used to be eight years, then was superimposed an improved pattern—the six year

## PROGRAM

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Pres., MRS. MAUDE E.  
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MISS GERTRUDE E.  
TOOMEY

Supervisor of Handwriting  
Hartford, Conn.

Why Ignore the Supervision of Handwriting?

MR. HARRY I. GOOD  
Associate Superintendent of  
Schools

Buffalo

What Contribution has the Grammar School Training in Handwriting made to the High School?

MR. JOHN G. KIRK  
Director of Business Education  
Philadelphia

elementary school—or the 6-3-3 plan. This immediately cut two important years from penmanship instruction, years that had been devoted to increasing speed while maintaining quality, in so firmly establishing habits that they would and did endure in spite of the pressure of quantity writing in high school and later life. In schools not so well organized, the endeavor to crowd all new subjects into this curtailed program resulted in practically an elimination of drill in all skill subjects. The consequence of this lack of training is becoming increasingly evident. 150,000 draftees, class IA, need and are being instructed in reading and writing and an endeavor made to bring them to a third grade level before sending them into active service. The recent rationing program has shown a great lack in even the rudiments of letter construction. You who aided in fling

the applications know this and found, too, that poor printing on those applications was much more difficult to decipher than poor cursive writing. Many schools, however, have taken two additional years of basic penmanship training from this curtailed six-year program for printing or manuscript. In four years we expect to develop the same skill we formerly took eight years to establish.

The well-known phrase applied so often these past months to supplies for our western front of "too little and too late" is particularly applicable to present penmanship instruction. No skill can be acquired without instruction in the formation of good basic habits and constant practice to establish those habits. Time is far too limited to endeavor to teach two sets of habits for the same skill if we are to prepare these children for life. Why not establish as early as possible that skill they will need and use in adult life? Remedial instruction, advocated by many to replace early training, does help but it is too often received too late to unlearn poor habits too firmly established. This is not a plea for undue emphasis on penmanship but merely a suggestion that time for acquisition of this skill be given in a degree commensurate with its importance.

We cannot, however, teach that which we do not know. Normal colleges have lowered penmanship requirements to such a degree that our recent graduates have had little or no training in properly presenting penmanship instruction, in diagnosing and planning for correction of common faults and, in most cases, write illegibly themselves. In service training, due to this lack of teacher preparation becomes increasingly important but statistics show a decrease in penmanship supervision these last few years so in service training is practically non-existent. These facts lead to but one conclusion; there is an immediate need for more adequate and uniform training for penmanship instruction in our normal colleges, rigid state certification requirements in penmanship for all elementary teachers and sufficient supervision to

uphold standards.

For many years the increased use of the typewriter has been the favorite alibi for inadequate time spent on penmanship. After the war, we may hear it again. But now we are facing a double dilemma. We cannot procure new typewriters, replacement parts are difficult to obtain, and our recent graduates find their penmanship below an acceptable business standard. They blame, and justly, the elementary school for this omission in early training. They need that skill—and they need it now, in order to earn a living. Colt's Firearms in Hartford have, of late, been writing their business letters in long-hand. Insurance companies used to request but now demand good penmanship as a requisite for employment. These are but two instances that have come to my attention recently. The millions of Americans who have had to file all sorts of forms these past months, income tax, social security, draft, ration applications for sugar, canned goods, gasoline and others too numerous to mention, have become penmanship conscious. The public was most apologetic for their poor penmanship. But they are not to blame. Skill can not be acquired without properly directed practice in the formative years. Legible writing is no longer an art to be used when one has sufficient leisure but a necessity if one wishes to work, eat or even fight. In leisure hours, millions are hearing and heeding Kate Smith's famous slogan "If you don't write, you're wrong". Their intentions are commendable and yet, each month 10,000 of those letters of cheer to our fighting men reach the dead letter office because of illegible addressing of the envelopes. One thousand packages a month meet the same fate. Now is the time to drive home the fact that adequate elementary school training would have prevented this state of affairs; that money saved through curtailment of elementary school instruction is spent twofold in rectifying errors caused by illegible writing. We need an advertising manager to promote an amended slogan—"If you don't write well, you're hindering the war effort". My favorite slogan is that penmanship instruction has become three times as important in these past few years for we used to speak of the alphabet as our A.B.C.s and now we talk of the A.A.A. and the C.C.C. We used to mind our Ps and Qs but now it's the OPA or the WPB. If you wish to live in the U.S.A. today, you must know the alphabet through W to keep up with the agencies and through X if you drive a car. Who can tell, Y or Z may be added before the year is over.

In short, we need to keep abreast of the times. States like New Jersey that have spent time, energy and money for research in the handwriting field should offer their services and findings to the nation. A concerted effort must be made and at once, to raise both the quality and

The Dept. of Handwriting, New Jersey Education Association, was well represented. Approximately fifty supervisors and special teachers took an active part.

Mr. Harry I. Good discussed supervision from the standpoint of the superintendent. His talk was very inspiring and suggestive. We are sorry that we were unable to get the complete transcript of his talk.

Mr. John G. Kirk discussed a very timely problem of grammar grade handwriting contributing to the high school. He always has an interesting message and lived up to his reputation. The consensus of opinion is that too little time is given to handwriting in the grades to firmly establish correct writing habits—habits which carry over and stand up under stress of high school quantity and speed. It is also a general opinion that some training should be given to high school students either in the form of special handwriting classes or remedial classes, with periodical tests of each student's handwriting.

#### New Officers

Pres.: Olive A. Mellon  
Administration Bldg.  
Atlantic City

Vice Pres.: Helen Y. Shafer  
Roosevelt School, Dunellen

Sec.: Genevieve M. Yelton  
Lafayette Street School  
Newark

Treas.: Edith R. Hall  
Robert Stacy Jr. School  
Burlington

the quantity of penmanship instruction. We need to draft experts from all parts of the country to work together in setting acceptable standards, deciding basic needs for skill mastery and promoting a favorable attitude toward acceptance of these standards. We need less controversy on techniques and more agreement on fundamentals. Professional jealousies should be forgotten and all work together with a single purpose, improved penmanship instruction throughout the nation. Be generous in sharing your knowledge and experience with those who need help and be quick to accept constructive criticism from others. And—we need action now for future success. To remedy the neglect of this important skill, to protect it from corroding fads and to fit it to the ever changing conditions of education, requires an earnest effort by qualified educators. This handwriting department could be of unlimited service by sponsoring such a project.

There is an urgent need, a definite demand for a basic course of study and establishment of national standards. I have evidence of that need. A questionnaire was sent to all members of the N.A.P.T.S. last year—many of you received and answered it—in fact response was almost 100 per cent. You are all cognizant of the many and varied changes in elementary curricula these past few years, yet only fifteen per cent of those who replied to the questionnaire had endeavored to keep up with these changes by either writing or adopting a course of study in penmanship that would compliment the school program. Of the fifteen per cent, less than five per cent had revised, rewritten, or in any way amended the course of study within the past ten years to conform to curricula changes. No wonder penmanship has been neglected in the newer school programs. But an encouraging fact was recognition of the reason for neglect by penmanship teachers—for the primary request stated in those questionnaires was for help in writing or rewriting a course of study for penmanship instruction. A basic course of study, compiled by a group of handwriting experts, supervisors and directors from all parts of the country would be most welcome to them and, undoubtedly to thousands more to whom the questionnaire was not sent.

Penmanship has too long been considered a special subject with a special teacher necessary for special instruction. This encourages a misguided attitude of removing responsibility for development of penmanship skill from the classroom teacher to the special. When the special teacher is no longer available, all responsibility ceases. We must prepare now for future instruction by replacing responsibility for adequate instruction where it belongs, in the hands of the classroom teacher. We must insist on more adequate teacher training so that she may shoulder that responsibility competently. We must decide on and adopt acceptable standards for each level of instruction so both teachers and pupils may have a basis for judging their competence. The principal must know and help teachers to know and maintain the standard at each level.

Mr. Kirk will tell you how necessary supervision will be in such a program.

We have the public interest in better penmanship instruction; we have teacher demand for a basic course of study; we have an immediate emergency for good penmanship in the business world. On the other hand, we have many penmanship experts and enthusiasts throughout the United States; we have two national and one state penmanship association to draw upon for ideas and material aid; we have alert publishers who are always more than willing to assist us, morally and financially. Why can't we coalesce our needs with our resources and prepare for future penmanship instruction now?

# Eastern Commercial Teachers Association

## E.C.T.A. OFFICERS

Newly-elected officers of the Eastern Commercial Teachers Association, as selected at the Association's 46th Annual Convention recently held at the Hotel Commodore in New York City, are as follows:

President: Dr. D. D. Lessenberry, University of Pittsburgh.

Vice-President: Miss Clare Betz, Chairman of the Department of Secretarial Studies, Bayside High School, New York City.

Members of the Executive Board: Dr. Frank J. Dame, Supervisor of Commercial Education, Washington, D. C.; and Sanford Fisher, Fisher Business Schools, Boston, Mass.

Dr. James R. Meehan, of Hunter College, New York City, has been selected as Year Book Editor for 1944; and Clinton A. Reed, Chief of the Bureau of Business Education of the New York State Education Department, has assumed the post of Past President an ex-officio member of the Executive Board.

Other E. C. T. A. officials continuing in office are:

Secretary: Raymond C. Goodfellow, Director of Commercial Education, Newark, N. J.

Treasurer: P. Myers Heiges, Chairman, Business Department, Central Commercial and Technical High School, Newark, N. J.

Members of the Executive Board: Noel P. Laird, Franklin and Marshall College, Lancaster, Pa.; Paul M. Boynton, State Supervisor of Business Education for Connecticut; and Jay W. Miller, Principal, Goldey College, Wilmington, Del.

War-time Problems in Business Education was the theme of the convention, with special emphasis on problems of management, administration, curriculum, and classroom procedure. Consideration was given to the current and future problems of public, private and parochial schools on both the secondary and collegiate levels. Attendance at the meetings and association membership were reported to be at one of the highest levels of recent years.

Principal speakers included Dr. Willis A. Sutton, Superintendent of Schools, Atlanta, Ga.; Col. M. Thomas Tchou, former Secretary to Generalissimo Chiang Kai-shek; Nathaniel Altholz, Director of Commercial Education for New York City; William L. Moore, Principal, John Hay High School, Cleveland; Dr. William Cope, President, Drake Business College, Newark; Dr. Lydia G. Giberson, Met-

ropolitan Life Insurance Co. of New York; L. W. Mosher, General Electric Co., Schenectady; Alexander S. Massell, Principal, Central Commercial High School, New York; B. Frank Kyker, Chief of Business Education Service, U. S. Office of Education; Dr. Handen L. Forkner, Teachers College, Columbia University, New

York; and many other leaders in the fields of education, business, industry and government.

Tentative plans have been drawn to hold the Association's 47th Annual Convention on April 6, 7, and 8, 1944 at the Benjamin Franklin Hotel in Philadelphia. Additional details will be announced later.

Only Hyrites

*Aaron's Brother  
Covetly Delving Excavated  
Took Gold Hastily Installed  
Jigger, kept Laboring, Moonlit  
Nights Obtaining  
Prodigious Quantity, Returned  
Secretly, Treasuring Unassayed  
Volume Which, Drowned  
Yielded Zero*

A very unique, timely specimen by Milton H. Ross, 2274 Lake Street, Salt Lake City.

SCHOOL CHILDREN THROUGHOUT THE NATION ARE DOING THEIR PART TO WIN THE WAR!



The photograph shows what Miss Laura Phipps' children are doing in the sixth grade in the McCulloch School, Fort Wayne, Ind. We will be glad to receive more photographs of this type. It shows a good correlation between good handwriting and winning the war.

This photograph was sent in by Miss Ida S. Koons, supervisor, Fort Wayne Public Schools.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
 % % % 1069475823 # ? ! "

This alphabet was prepared by L. M. Thornburgh some years ago. Mr. Thornburgh recently passed away and a notice of his death appeared in these columns. This alphabet bears out the statement that L. M. Thornburgh was one of the real skillful penmen. Notice the strong quality of lines and the exquisite letter forms. This cut was loaned to us by our good friend, E. H. Craver of 719 E. 25th Street, Paterson, N. J.

**TRY "STRAHM" OBLIQUE PENHOLDERS HAND MADE**

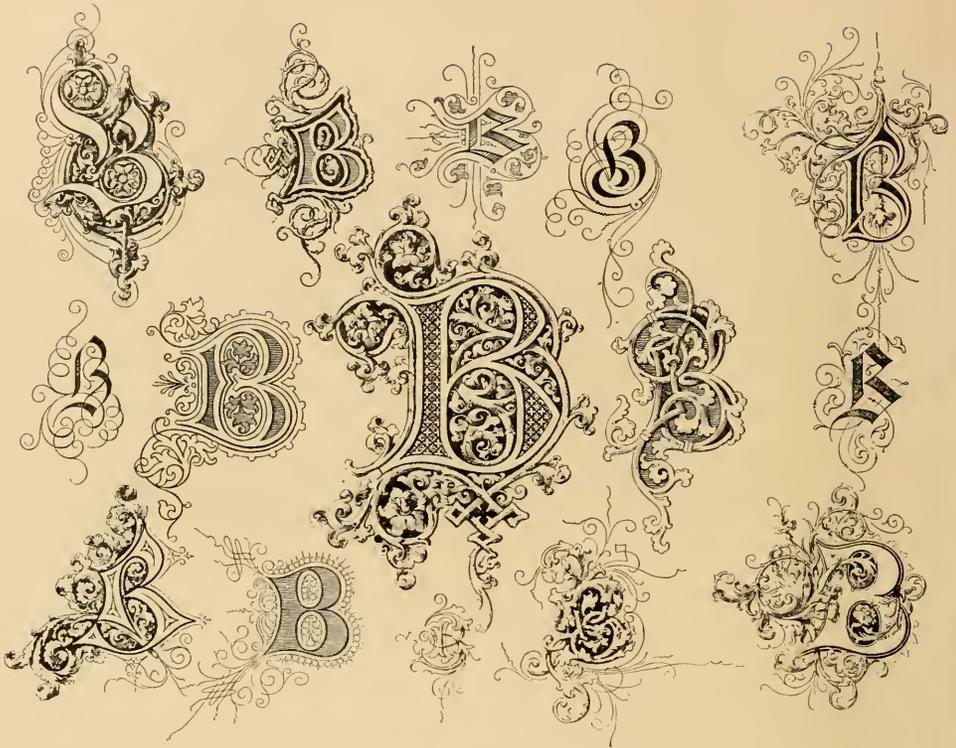
These oblique penholders are made to fit the hand, clip properly slanted and adjusted, and serve best for writing all kinds of high grade scripts. Write for FREE CIRCULARS and read what penmen say. Prices reasonable—satisfaction fully guaranteed. Address **F. L. TOWER, 601 West Pleasant Street, Hammonton, N. J.**

Specimens of rare beauty—  
 Page of combinations of your name—  
 Final alphabet—Doz assorted cards—  
 all for \$1.00

Box 1128 Superior Minn.  
**TESTIMONIALS FROM COAST TO COAST**

**EDWARD C. MILLS**

Script Specialists for Engraving Purposes  
 P. O. Drawer 982 Rochester, N. Y.  
 The finest script obtainable for model illustrations for bookkeeping texts, business forms; works on correspondence, arithmetic, and for readers, spellers, etc. By appointment only.



A page of initial letters from an old book loaned to us by H. G. Burtner of 1420 Pine Street, Philadelphia. Study these letters and you will find many usable ideas.

The above signature was written by E. L. Blystone, penman, who has probably done as much traveling as any penman at the present time. He is now working for the Westinghouse Company at Trafford, Micarta Works. Much of his spare time is used up doing penwork and fixing up novelties. He sells novelties such as Scottie dog pins, etc., with the individual's name inscribed thereon.

Mr. Blystone has travelled extensively in the United States, Canada and Mexico. He has been in forty-two different states, travelling on an average of twenty thousand miles a year. He worked at the Chicago World's Fair in 1933 and at the California International Exposition at San Diego, California in 1936 and at the New York World's Fair in 1939

where he did work for many famous people.

In his travels he has met many penmen who attended the Zanerian. While in Quincy, Illinois he met at his exhibit H. B. Behrensmeier and while in Kansas City, F. W. Tamblin. At St. Joseph, Missouri he met R. R. Reed and at Columbia, South Carolina, H. M. Hill (now deceased). He experienced a great deal of pleasure in meeting many of the fine professional penmen who treated him with the greatest of courtesy.

Another thing from which he received a great deal of pleasure was writing a Christmas Greeting card for the late Jean Harlow on a strand of her own hair.

One of his famous stunts was writing on grains of rice.

While at the different World's Fairs he met many of the great actors who classified his act as one of the outstanding features.

He states that at the Chicago Fair he autographed his signature in Ornamental Writing over one hun-

dred thousand times and wrote people's names on ten thousand grains of rice. When asked if this fine miniature work was hard on his eyes, he usually replied "Not nearly as much as boxing gloves."

His longest stretch of continuous writing he states was thirty-six hours in longhand writing, when he filled diplomas for the American Racing Pigeon Union.

Mr. Blystone has been on the Ripley "Believe It Or Not" program and has performed some amazing feats in the way of small writing. If you think some of his stunts are easy, try writing the Lord's Prayer on a grain of rice, or the name of your best girl on a strand of her hair.

Mr. Blystone's present rice rate is 14,164 letters on a single rice grain. On a human hair measuring two and a half thousandths of an inch across and about three inches long, he has written the Lord's Prayer on a single line on one side. He also claims to have one hair upon which he has written three lines.

# A PRAYER FOR TEACHERS

By Glenn Frank

O Lord of Learning and of Learners, we are at best but blunderers in this Godlike business of teaching.

Our shortcomings shame us, for we are not alone in paying the penalty for them; they have a sorry immortality in the maimed minds of those whom we, in our blundering, mislead.

We have put conformity to old customs above curiosity about new ideas.

We have thought more about our subject than our object.

We have been peddlers of petty accuracies, when we should have been priests and prophets of abundant living.

We have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative co-operators in the making of the world as it is to be.

We have regarded our schools as

training camps for an existing society to the exclusion of making them working models of an evolving society.

We have counted knowledge more precious than wisdom.

We have tried to teach our students what to think instead of how to think.

We have thought it our business to furnish the minds of our students, when we should have been laboring to free their minds.

And we confess that we have fallen into these sins of the schoolroom because it has been the easiest way. It has been easier to tell our students about the motionless past than we can learn once for all than to join with them in trying to understand the moving present that must be studied afresh each morning.

From these sins of sloth may we be freed.

May we realize that it is important to know the past only that we may live wisely in the present.

Help us to be more interested in stimulating the builders of modern cathedrals than in retailing to students the glories of ancient temples.

Give us to see that a student's memory should be a tool as well as a treasure chest.

Help us to say "do" oftener than we say "don't".

May we so awaken interest that discipline will be less and less necessary.

Help us to realize that, in the deepest sense, we cannot teach anybody anything; the best we can do is to help them to learn for themselves.

Save us from the blight of specialism; give us reverence for our materials, that we may master the facts of our particular fields, but help us to see that all facts are dead until they are related to the rest of life.

May we know how to "relate the coal scuttle to the universe."

Help us to see that education is, after all, but the adventure of trying to make ourselves at home in the modern world.

May we be shepherds of the spirit as well as masters of the mind.

Give us, O Lord of Learners, a sense of the divinity of our undertaking.

## GREETINGS TO MADAME CHIANG KAI SHEK, THE FIRST LADY OF CHINA

from The City of Boston, engrossed by J. R. Rosen.



Mr. Rosen worked on this piece of engrossing late in the night in order to have it completed for presentation. He is a man who believes in giving quick and good service. This has helped him to build up a successful business. One of the important things in engrossing is to get the work out by the time a customer desires it.

### GRITTY PENMAN

On February 11th, W. G. Roseberry fell when crossing the street and broke his left arm. He immediately went to the hospital. The next morning he was at his desk working as usual and has been on the job ever since. His arm is getting along in good shape and he hopes to do without a sling in a few weeks.

Mr. Roseberry is connected with the Duluth Business University, Duluth, Minnesota.

"Teach letter writing this year as never before," says a prominent supervisor of handwriting. The most welcome man in the Army is the postman. The greatest use handwriting is put to at present is letter writing by all ages. Many boys who have never written a letter in their lives are now writing their families from all corners of the globe.



Write for our new Free Book, "How to Become a Good Penman." Enclose 10c for a Professional Pen Point and your name beautifully written. Write today.  
**THE TAMBLYN SCHOOL**  
439 Ridge Building  
Kansas City, Mo.

# Business Penmanship

(Continued from page 9)

If you strike a thorn or rose,  
Keep a-go'in'!

If it hails or if it snows,  
Keep a-go'in'!

Taint no use to sit and whine  
When the fish aint on your line;  
Bait your hook and keep on tryin'.  
Keep a-go'in'!

A dandy copy to check general appearance. We don't want any heavy spots. Downstrokes should be as light as upstrokes. Avoid awkward, heavy corrections. Check, line, slant, size and spacing.

## Signatures.

L. M. Kelchner    C. W. Hammond  
 C. P. Janer    A. H. Ross    E. H. Fearon  
 H. G. Healey    E. J. Gaylord  
 Jno. B. Griffith    Jno. R. Carnell  
 T. Courtney    H. K. Williams  
 C. J. Dones    D. E. Bartow    J. D. Todd

Learn to write your signature so that it can be easily read. Avoid freakish, hard-to-read signatures. Practicing these signatures will help you with your own.

It is a good thing if you sometimes become discouraged. It shows that you are not too easily satisfied with yourself. There is always hope for the person who at times becomes discouraged, but there is none for the self-satisfied one. Get discouraged. It's a good sign.

It is necessary for you to learn to write a nice page. Get your downstroke all straight and sloping the same. Keep your letters like e, o, a, s, r, etc. open and clear.

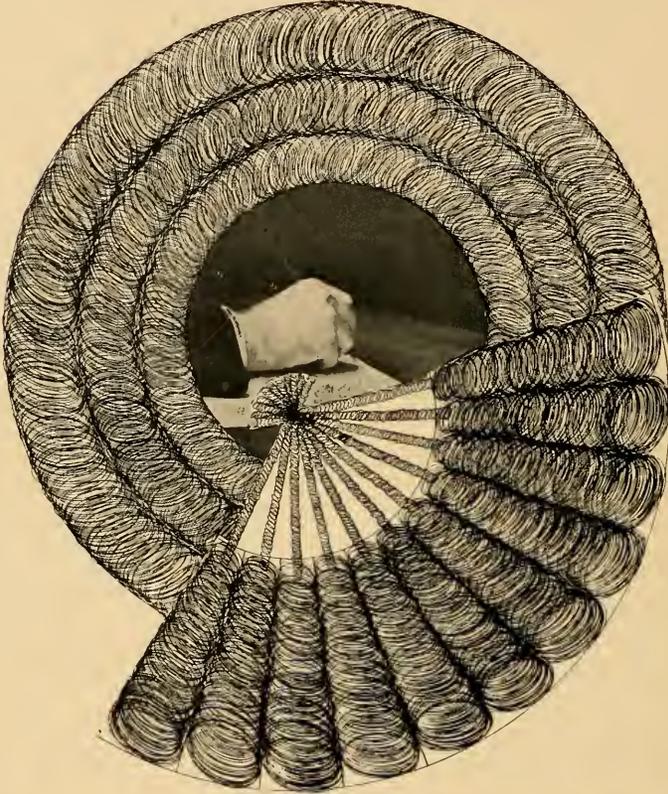
A B C D E F G H I J K L M  
 N O P Q R S T U V W X Y Z  
 a b c d e f g h i j k l m  
 n o p q r s t u v w x y z  
 1 2 3 4 5 6 7 8 9 0

This is a specimen of my plain  
 business penmanship while a  
 student in the Springfield  
 Business College and striving  
 for a Business School  
 Certificate.

Pauline Lonsway

Submit a specimen like the above to the Educator and see if your work comes up to the standard.

# MOVEMENT DESIGNS



Movement designs interest students and help to develop a strong, free quality of line. Help your students to make interesting, free designs.

# Excerpts From Mrs. Norman's Notebook

## WRITING AT THE DESK

1. Secure correct position of body, arms, hands, and pencil. Specific directions and illustrations are given in the manual.

2. Only part of the writing should be done at the seats, and children should practice the exercises and words they have written on the board. New exercises and words should be given first at the board.

3. Paper should have a dull finish. The size should be about eight by ten inches with lines seven-eighths of an inch apart.

4. The pencil should be larger than the ordinary pencil, with large, soft lead. The pencil should be sharpened so as not to point the lead.

5. A review should be given of all exercises practiced at the board.

6. By individual instruction see that each child learns to write his own name.

7. The periods of writing at the seat should be short at first so as to avoid fatigue from sitting in the same posture.

8. Show children how to make digits, and letters in the correct way. If left to themselves, they will start at the wrong place and make both figures and letters backwards. Writing in the air to the teacher's count will help. Figures need to be more legible than letters because there is no association one with the other.

9. Count with rhythm for letters and digits. Study page 9 in manual.

10. Point out and call attention to the best letters and digits that children make rather than the poor ones.

## Use of Ink

There is no scientific evidence about when to begin the use of ink. The third grade is the place recommended by Dr. Freeman and other investigators.

Pupils continue to use their pencils and at first use ink only under the supervision of the teacher.

Children should be equipped with finger-fitting penholders. Zanerian pens Number 3 are right for grades three and four. Pen Number 4 is recommended for all other grades.

Show children how to dip ink. This will prevent ink spots on the paper, desk, floor, and perhaps on the teacher's clothes.

## Practical Lettering

ABCDEFGHIJKLMNOPQRSTUVWXYZ

NO P Q R S T U V W X Y

Z & 1 2 3 4 5 6 7 8 9

abcdefghijklmnopqrstuvwxyz

Light Face Roman W X V Modern Styles

Light Face Roman is a Roman Alphabet with the face of the letters not so heavy as the standard style of Roman. It is a very attractive style and lends itself to decorative purposes.

Every penman will do well to study the Roman Alphabet and variations since most lettering is based on the Roman Alphabet.

This plate was loaned to us by G. H. Lockwood, Kalamazoo, Michigan.



**J**ohn C. McLean

**Y**ear after year you have rendered a very valuable and distinctive service to thousands of garden enthusiasts throughout New Jersey. Each week your timely and informative articles on home gardens have stimulated a wider interest in ornamental horticulture.

**Y**our very practical advice and suggestions have been an inspiration to amateur gardeners who have found in their plants and flowers pleasant diversion and relaxation. You have enriched the lives of home gardeners because you have demonstrated that the beauties of Nature are within the reach of all, both in the small city yard as well as in the more pretentious suburban landscape.

**Y**ou have shared with others your wide experience, your keen insight and your knowledge of the science of agriculture. Yours has been an outstanding career of service to those who till the soil, whether for a living or for pleasure.

The members of the

**N**ew Jersey Association of Nurserymen  
desire to commend you publicly for your long and  
meritorious service to your fellow gardeners and so  
award you

**This Citation for Distinguished Service.**

President

Secretary

Trenton, New Jersey, January 27, 1943

# A Course in Ornamental Penmanship

Follow This Course and Improve Your Skill in Business Writing

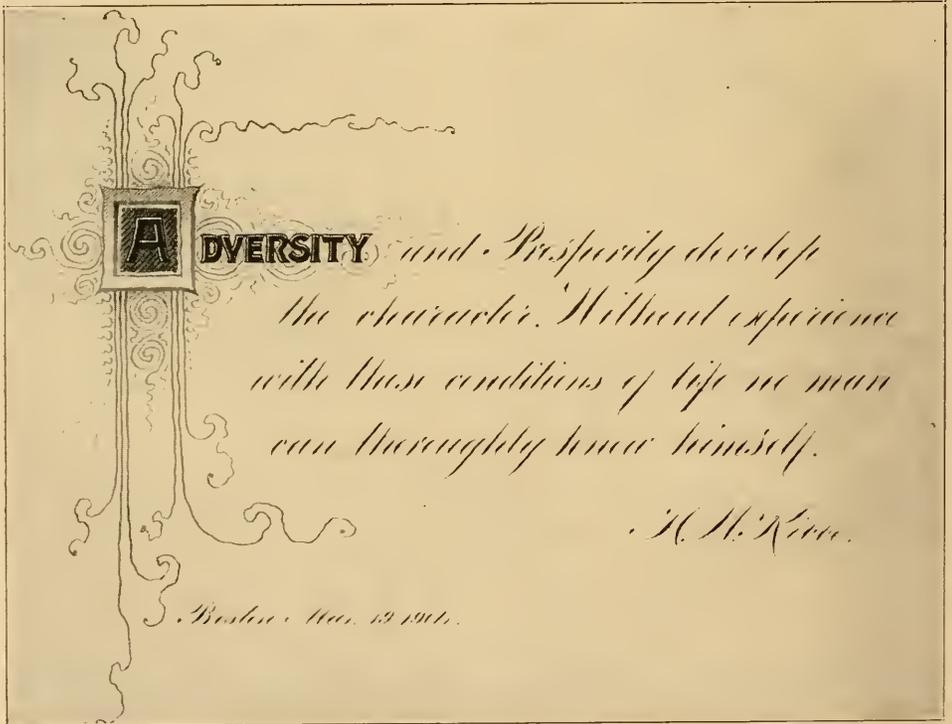


A number of styles are suggested in this alphabet. Study the dotted lines. Make the alphabet as a whole and also page after page of each individual letter.

# Lessons in Script

This month we present a script alphabet by Mr. W. W. Karlen, and a pleasing example of applied script.

A B C D E F G H I J K L  
 M N O P Q R S T U V  
 W X Y Z 1 2 3 4 5 6 7 8. W. W. Karlen



A specimen of engrossing by H. W. Kibbe, who about forty years ago, was one of the prominent engrossers in the East. This specimen should be especially interesting to engrossers because of the unique way in which the heavy catchword is blended into the light-lined script. The original was loaned to us by Mr. Wm. J. Tenny of 121 N. Fitzhugh Street, Rochester, New York.

# FIFTH GRADE LESSON

By MABEL ANDERSON

*Before we go shopping we make out a list of the things we want.*

|                |                  |                    |
|----------------|------------------|--------------------|
| <i>grapes</i>  | <i>shoes</i>     | <i>tooth paste</i> |
| <i>oranges</i> | <i>polish</i>    | <i>tooth brush</i> |
| <i>meat</i>    | <i>envelopes</i> | <i>soap</i>        |
| <i>rice</i>    | <i>paper</i>     | <i>talcum</i>      |
| <i>beans</i>   | <i>thread</i>    | <i>camphor</i>     |

*Reported by Helen Dean.*

Good Morning Girls and Boys: How many of you like to go shopping? Do you often go to the grocery store for mother? Do you have all of your Saturday shopping done? I find that it helps me when I go shopping to prepare a list of the things that I want to purchase before I go to the city. Today we are going to prepare a shopping list. I will read a shopping list for you to write. If I read a word you cannot spell just leave a space for the word and go ahead writing the rest of the sentence. After we finish writing this shopping list we will go back and fill in the spaces with the words that we were unable to spell. First, we will write a paragraph. Anna, what do we do with the first word in a paragraph? Yes, we indent it. Write for me on your practice paper the following:

Before we go shopping we make out a list of the things we want. On new line directly under the first word written on the line above write the word "grapes". In the middle of the same line write the word "shoes" and on the same line after a space as wide as the space between the word "grapes" and the word "shoes" write the word "tooth paste". Next line. Write the words "oranges" under the word "grapes", the word "polish" under "shoes", and under the words "tooth paste" write "tooth-

brush". Dictate 3-4-5 lines. Indent as far as the first word of this paragraph. Now write on the following line "Reported by" (Sign your own name.) Open your Practice Book to Page 23. Compare your writing with the model Shopping List. Is your writing as light in color as the model lesson? Do you find any dark spots

---

In the postwar educational plan, penmanship should come in for a tiny bit of attention. Are you doing your bit to see that it does?

---

in your writing? Is your writing as large as the writing in the Practice Books? Are your margins even? Did you have difficulty in spelling any of the words in this shopping list? Where would you go to purchase the articles listed in the first column of this shopping list? The second? The third? Janice tell us one of the words you could not spell. "Envelope" is a long word. Let us see the parts of the word. Teacher goes to the blackboard and writes envelope. She names the parts and has class name the syllables. Now Janice do you have a picture of the word? Suppose you watch me write it, then I will erase and you write it for the

class. That was fine Janice. Your chalk stayed on the blackboard all the time you were writing the word and all of your letters are the same color. So we have learned by watching Janice write that it is easy to make all the letters the same color in a word if we keep our chalk and pencils moving all the time we write words. So our spelling helps our writing. Be sure that you know how a word is spelled before you begin writing the word and then you will have no trouble with dark spots in the writing such as some of you found on your papers when we checked your writing with the model lesson. How many think that you can write the word "envelope" without looking at the blackboard and spell it correctly? Name the syllables. Now write it. How many changed the color of the writing on your paper? That is fine. The other words are developed the same way. If the class has difficulty in writing certain letters or combinations we take them out, practice them separately then put them back in the word. Class work on the misspelled words, margins, size, color, endings, slant, etc. On Friday class rewrites the shopping list from dictation and then records it in their practice books. This plan enables them to preserve a record of each week's work throughout the year.

# Our Lesson in Manuscript

CORRELATION IN GRADE TWO

I hope you are  
feeling well. I have  
improved very much  
in my writing.

The print writing above shows what has been accomplished by one child during the first half of the second grade.

Test your pupils to see if they can do as well as this first grade pupil, and this second grade pupil. Notice the legibility of both specimens and the ease with which they were seemingly made. They are uniform in size, slant and spacing.

Primary pupils enjoy Manuscript for they can express their thoughts and write to their friends the same as their big brothers, sisters, father and mother.

---

**William J. Tenny**

*W. J. Tenny*

Diploma filling by W. E. Dennis. The originals were loaned to us by Mr. Wm. J. Tenny, 121 North Fitzhugh Street, Rochester, N. Y.

1885



1905

In Appreciation

## The Eliot School Association

at its annual reunion and dinner held on May 3, 1932, at the Hotel Vendome, Boston = Unanimously passed the following resolutions

Whereas: Benjamin J. Hinds served as Sub-Master in the Eliot School from 1885 to 1905, a period of twenty years

Whereas: He never actually left the Eliot School in spirit, but he has ever been with us and amongst us Eliot School Boys the same honored teacher, beloved counselor and staunch friend:-

# Benjamin J. Hinds

Resolved: That we, the Eliot School Alumni attest our deep appreciation unswerving loyalty and everlasting friendship to our highly esteemed Master

Resolved: That we reverently, devotedly and sincerely invoke the Father of us all to permit his benign influence to continue to carry on in our gatherings for many, many years to come

By The Martin Diploma Co., Boston, Mass.

# Drafts National Tender

These words are presented for the benefit of the student of Engrosser's Script. See what you can do with them.



O O O O O O  
 We salute the  
 flag every day.  
 we we we we we  
 we we we we we  
 Arthur Smith.

This is a specimen written by Arthur Smith, a primary student in the Lebanon Schools in Pennsylvania. Miss Mary A. Daniels is the supervisor. The original writing was ten inches long, almost twice as large as the reproduction. Notice the free, easy, uniform movement and letter forms. We congratulate Miss Daniels and the students upon this and the many other fine specimens which she sent us for inspection.

#### HERBERT A. NILES

The Educator recently received a letter from its old friend and former student HERBERT A. NILES of Frewsburg, N. Y. It is always a pleasure to hear from our friends and to learn of their success.

Mr. Niles first began to teach in the Public Schools in 1902. Being ambitious, he enrolled in the Jamestown, New York, Business College, taking shorthand and typing. After working in a patent attorney's office for sometime he was called back to the Business College to assist as an instructor. While doing this teaching he completed additional training which included penmanship.

At the end of the first year the regular penmanship teacher left and he was offered the position as penmanship teacher, provided he take a course at the Zanerian, which he did. The following summer he returned to the Zanerian and took ad-

ditional work in Lettering and Engraving. He remained with the Jamestown Business College for two years then became bookkeeper and office manager for the Jamestown Roofing Company, where he has been employed for the past thirty-six years.

No doubt Mr. Niles has received more penmanship pleasure from his spare time work that his regular bookkeeping job. Then too, he is no doubt paid a higher rate for his sparetime services.

For many years he has engrossed the diplomas for the Jamestown High School and various other high schools, business colleges, hospitals and various organizations.

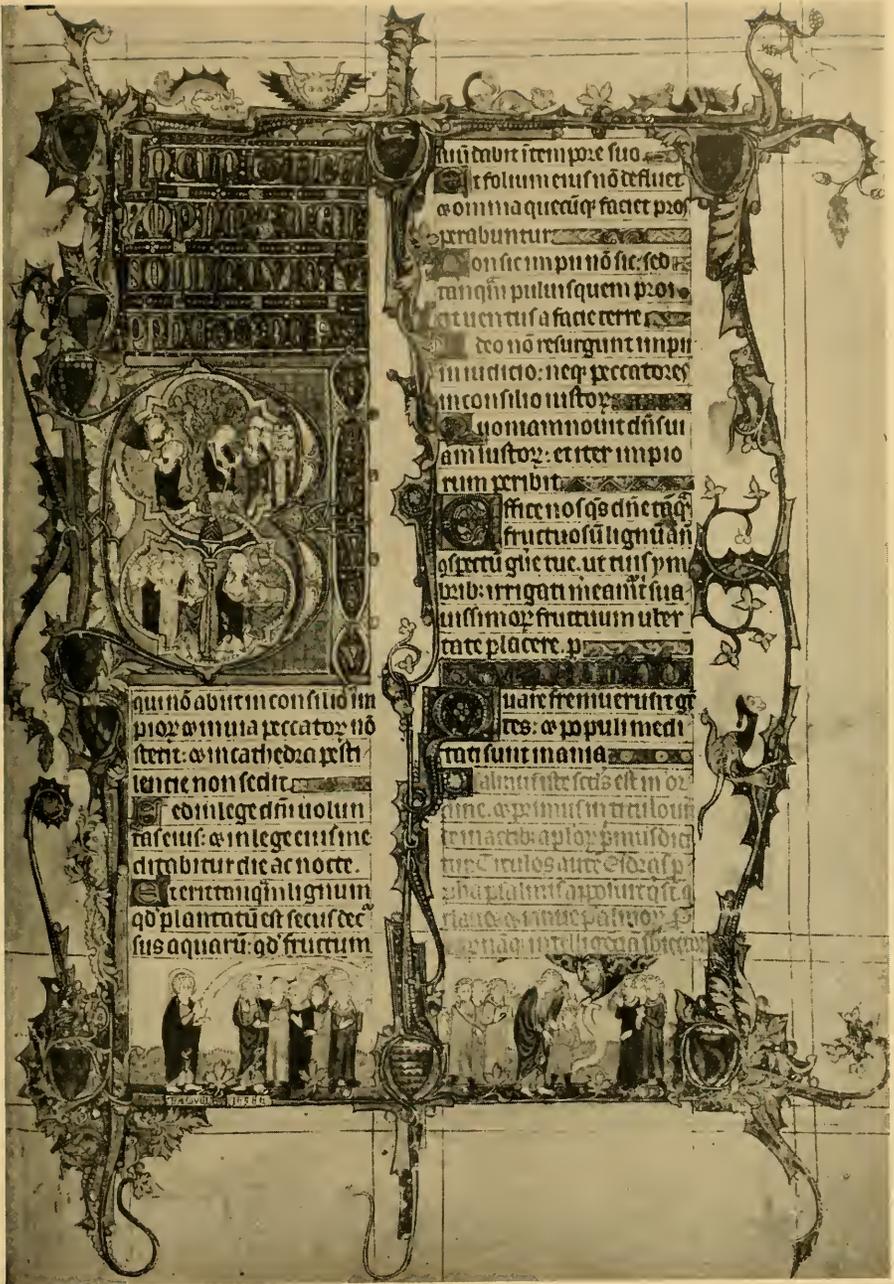
For one correspondence school alone he filled in over fourteen thousand diplomas and nine thousand for another organization. He filled a total of approximately thirty-nine thousand diplomas besides the miscellaneous work on Resolutions, Honor Rolls, etc. All this happened because he became interested in penmanship and was given a chance to teach penmanship and to pursue additional work along penmanship lines. It shows what a country boy can do with a little systematic, properly directed effort.

As a hobby, Mr. Herbert raises Hardy Perennials and Rock Plants, which he states is his greatest source of relaxation.

**HUFF**

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This beautiful page appears in "Script and Manuscript Lettering" published by the Higgins Ink Company Incorporated, Brooklyn, N. Y.

# My Toast To Francis B. Courtney

You are the "WIZARD" with the pen,

Whose equal never has been found.  
Your work is yours—amazing skill,  
And hearsay or not; if your hand  
should slack,

You would rob God—since He is  
fullest good—

Leaving a vacant blank instead of  
"Gems of Pen".

I say,—not God himself can make  
man's best

Without the best man to help Him . . .  
'Tis God who gives skill,—

But not without man's hands.

He could not make these master  
strokes

Without F. B. Courtney's hands.

During the past fifty years, Mr. Francis Bernard Courtney has been recognized as the "Wizard Penman of the World". His work is original, and his skill is so amazing, that like Michaelangelo of Italy, who was known as "The Demigod" among painters and sculptors of his time,—so it can be said of Mr. F. B. Courtney, whose skill with the pen has excelled that of any of the great Masters of the brush and chisel in any country. Even now, at the age of 76, he has lost but little of the skill of his younger days. God bless Mr. Courtney, and may his evening be bright and glorious and free from doubts and fears and sorrows. He

has done much to inspire other penmen with the hundreds of free-specimens he has so generously given.

During the Salvation Army Congress, held at Detroit, Michigan, Mrs. Anderson and I drove out to Mr. Courtney's home at 12365 Cherry-lawn Ave. It was a real treat to see and visit Mr. Courtney. (His good wife was at a church meeting, so we failed to meet her.) After a short prayer with Mr. Courtney—asking God's richest blessing upon him and his home, we left, feeling we had met one of God's great souls.

Major F. O. Anderson.

Hibbing, Minn., Mar. 22, 1943.

## SPECIMENS HAVE BEEN RECEIVED FROM:

R. M. Maugans  
P. O. Box 1064  
Statesville, N. C.

Adj. F. O. Anderson  
Box 414  
Hibbing, Minn.

E. H. McGhee  
143 E. State Street  
Trenton, New Jersey

Paul Thomsen  
3917½ Flower Drive  
Los Angeles, Calif.

Charles J. Romont  
83 Montgomery Street  
Boston, Massachusetts

George E. Borum  
606 E. Reeves  
Marion, Illinois

Oliver P. Marken  
1816 Clay Street  
Topeka, Kansas

J. A. Buell  
Minneapolis Business College  
Minneapolis, Minnesota

John T. Warren  
1118 E. 21st Street  
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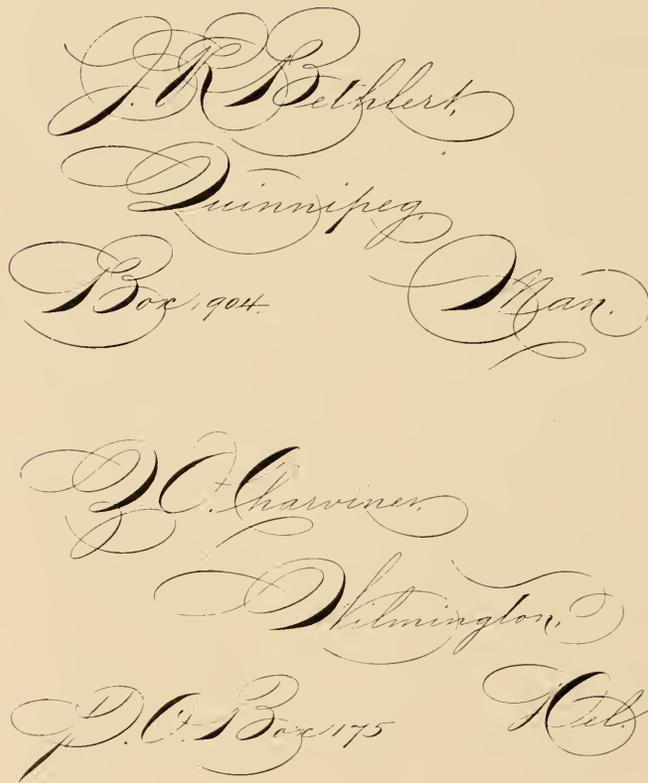
Mr. C. M. Hoose  
224 Cliveden Avenue  
Glenside, Pa.

B. H. White  
Plymouth, Indiana

Dr. T. A. San, M.D.  
Bonne Terre, Mo.

W. S. Chamberlain  
Eaton & Burnett Bus. Col.  
Baltimore, Md.

C. O. Ellefson  
c/o Proctor Water & Light Company  
Proctor, Minnesota



Dashy envelope addressing by F. B. Courtney, Detroit.

## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**Business Filing**, by E. D. Bassett and Peter L. Agnev. Published by South-Western Publishing Company, Cincinnati, Ohio. Cloth cover, 168 pages.

"Business Filing" consists of a textbook and a practice outfit. The textbook discusses indexing rules and filing systems; the practice outfit provides practice in card and correspondence filing. The course is arranged for twenty, thirty, or forty class periods. Filing rules and filing systems are clearly discussed and illustrated. The course is designed to give practical training and to develop familiarity with alphabetic, numeric, subject, and geographic filing.

The practice outfit for "Business Filing" consists of such items as index cards, card filing and correspondence filing. The student gets actual practice in inspecting, indexing, coding, cross referencing, sorting, filing, and in adding folders for the purpose of expanding the filing systems.

**Basic Electricity**, by Wilbur L. Beauchamp and John C. Mayfield. Published by Scott, Foresman and Company, Chicago, Illinois. Cloth cover, 312 pages.

Authors Beauchamp and Mayfield of the Scott Foresman BASIC STUDIES IN SCIENCE Program have now turned their practiced hands to the making of an elementary electricity text to fit the War Department and U. S. Office of Education specifications.

The Beauchamp-Mayfield Basic Electricity is one of the bigger books, measuring about eight inches by eleven over all. This format gave the authors the opportunity to make pictures and diagrams big, and of this they took full advantage. Practically every page has a photograph or drawing, or several of them. Parts are plainly labeled. You could almost, in fact, learn the fundamentals of the subject just by studying the picture sequence and reading the labels and captions.

The general teaching plan is much the same that these authors have used with eminent success in their general science books for senior and junior high schools. Each unit or chapter begins with "Finding Out What You Know," a set of exploratory questions for motivation and orientation. The student can get answers to those he got wrong or had to pass up by studying the unit. At the ends of topics come sets of questions and problems called "Checking What You Learned" and "Using What You Learned." These show how well principles and vocabulary are understood. Experiments are grouped at the ends of chapters (or units) and are so planned that schools not having much apparatus can use them.

The bigness of the book (although it isn't big enough to weigh you down!) makes room for the use of simple, understandable language, the kind of language that authors and editors would use only after having had considerable practice in writing science material for young people. Explanations are full and detailed, and strongly fortified by the pictures.

ENGISSER AND ILLUMINATOR  
DIES

From an Atlantic City paper we learned that Wm. S. Eddy 68, an engrosser of North Plainfield, N. J., died March 29. The clipping states that examples of Mr. Eddy's work are located in ten royal palaces of Europe and many prominent American families.

## INDIANA STARS

Thirteen star penmen born in the State of Indiana:

M. A. Albin  
W. S. Ashby  
F. M. Bacon  
A. J. Blickenstaff  
A. H. Dixon  
J. R. Hadley  
D. L. Hunt  
H. O. Keesling  
J. W. Lampman  
H. B. Lehman  
L. C. McCann  
H. G. Schuck  
Charlotte M. Ziegelbauer

The above list was submitted by a former Zanerian of star penmen born in the Hoosier State.

The Educator does not have a complete list of penmen and the place of their birth. If you know of any other fine penmen born in the state of Indiana whose names you would like to substitute for any of the above, send them in.

Charlotte M. Zeigelbauer is now Mrs. D. L. Raker. In fact, their matrimonial career was instigated at the Zanerian. Send your lists of thirteen stars from other states. Some of these penmen are still living and we suggest that you look up their addresses, then write to them.

In 1921 F. Leland Watkins, Jr. and his charming bride attended the Zanerian College of Penmanship. Both became very fine penmen in spite of their honeymoon. Today they are conducting the Dakota Business College of Fargo, North Dakota,

and are making a grand success of that undertaking. The school under Mr. Watkins' father has enjoyed a very enviable reputation. F. Leland, Jr., like his father, believes in requiring each student to become a strong business writer. It is the one thing he states that a student applying for a position can show a prospective employer and one thing which parents can definitely see the children are getting. The school conducts two classes of penmanship daily for all pupils—forty-five minutes in the morning and an hour in the afternoon, with homework required. It is stated that when you see a set of books up in that country, you can tell whether the accountant attended the Dakota Business College by the handwriting. The school turns out a consistently high grade of good writers.

Mr. and Mrs. Watkins consider their honeymoon in Columbus one of the happiest times of their lives and have expressed the desire to come back each June, but twenty-two years have passed and they have been too busy to return. They have a nice home, a three-quarter section farm and their interest in the school all paid for. They also own a place at the Lakes, 50 miles east of Fargo and other property. They have four children. The Watkins have succeeded because they have worked intelligently and long hours and both have been thoroughly trained for their work. They have the ability to influence their students to put forth a tremendous effort. We want to congratulate the Watkins on their magnificent success.

## BENEDICTION

By Gertrude R. Arnheiter

Did ye not know ye gallant lad  
In your agony . . . so alone;  
The storm that brews o'er the battlefield  
Had its origin back in your home?

The breeze that flits across your cheek  
And rustles your matted hair,  
Bestows the kisses your mother best  
To you, fighting off somewhere.

The raindrops that lightly descend upon you  
Ave the teardrops she shed up till now;  
Gathered by God, to be saved for the day  
They would help soothe your fevered brow.

The roll of the thunder isn't thunder at all.  
It's an echo . . . Listen . . . 'tis true.  
It's your mother's prayers storming Heaven's own gate  
Asking God to watch over you.

The storm passes over. The breeze and the rain  
Yes, even the thunder did cease.  
The sky that was darkened now shows its light  
In a glorious Benediction of Peace.

—May, 1942



# From A To Z in Ornamental Penmanship

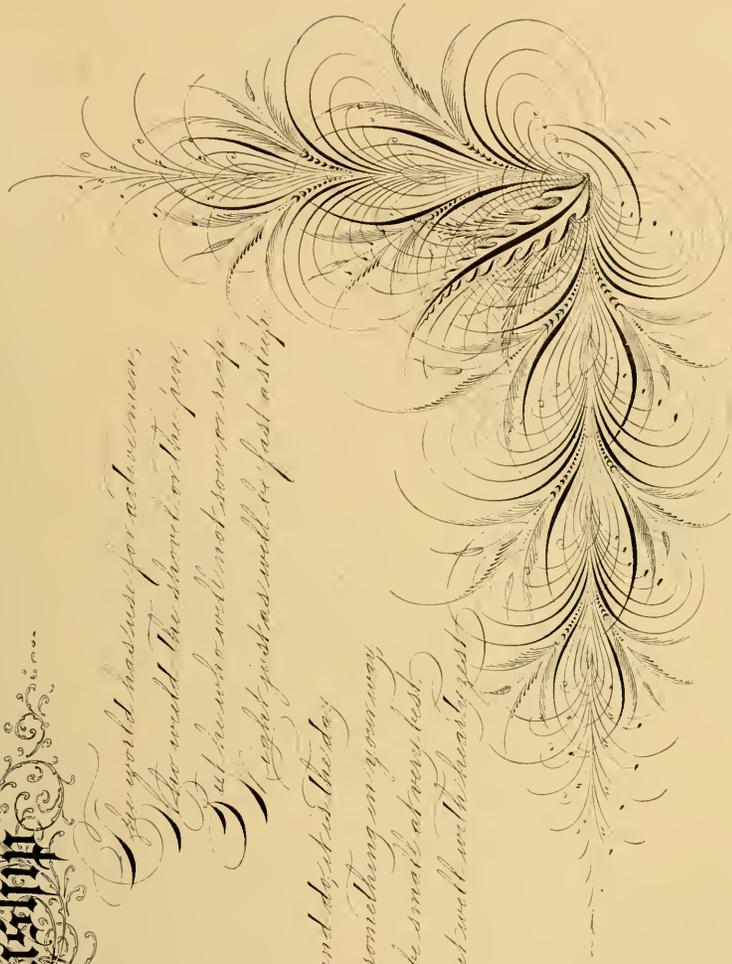
By

*A. L. Darnes*

*Accomplishment Bombardment Contemplative*  
*Diminution Encouragement Fundamental*  
*Geometrical Haphazardly Intermittent*  
*Jurisdiction Kephomones Lamentable*  
*Mathematical Nomenclature Ornamental*  
*Punctuation Quadruplicate Recommendation*  
*Sentimental Tentamount Unshakable*  
*Voluminous Whomsoever Xenomania*  
*Yanketown Zebousness*

**A**chievement  
The world has use for achievement,  
Who would the sword or the pen,  
But he who will not sour or stoop,  
Right just as well as fast or deep.

Stake up and die is the day  
Of doing something in your way,  
It may be small, at very best,  
But do it well, or to hear it best.



A VICTORY SPECIMEN

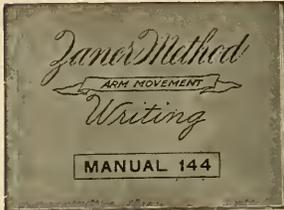
This poem though written many years ago is more applicable today than ever before, and what charming grace and beauty has been put into the execution of it by that famous penman, H. P. Behrensmyer, who helped to make the Gem City Business College famous. If this specimen could be reproduced in our newspapers in all its beauty, it, no doubt, would have quite an influence on the public generally.

# BOOKS ON BUSINESS PENMANSHIP

The following books are the best to be obtained on the subject. No similar publications have ever had such a large sale as these books are having today. One of the secrets of the success of many persons is that they are able to advance themselves with the aid of good books. This ability every ambitious person should acquire.

Persons who intend entering the Zanerian College will find it greatly to their interests to secure as many of these works as possible and master their contents before coming. By so doing pupils are able to complete the course in the Zanerian in less time than they otherwise could. Of course, the books are not for prospective Zanerian students alone, but for all who wish to master the subjects treated. If a number of books are desired at one time, write for special prices.

## ZANER METHOD WRITING MANUAL 144



Is a book on practical business writing from A to Z. It contains a complete course with clear instructions. The copies and instructions represent the best efforts and thought of those who have devoted the greater part of their life to the cause, and with this book they have solved the problem of producing a system of writing which is easy to teach, easy to learn, easy to read and easy to write. The style of writing presented is such as is in demand in our practical age. The instructions are so explicit and the copies so well graded and executed that no one need go without a good handwriting. The book is not only designed as a self-instructor for the home student who wishes to improve his penmanship, but it is also intended for the use of high and business school pupils, and also for teachers who wish to prepare to teach penmanship.

Contains 112 pages and is being used widely throughout the country by correspondence students, home students, high and business college students, as well as by many private schools.

Price postpaid, 25c. Per dozen, \$2.40

## CORRELATED HANDWRITING COMPLETE TEACHERS' MANUAL



The Complete Teachers' Manual contains a series of penmanship copies from the first grade through the Junior High School which have never been equalled. They represent some of the very best pen work Mr. E. A. Luffer has ever produced. The lover of fine penmanship will find many specimens in this book which are worthy of a place in any scrapbook.

These splendid penmanship copies are accompanied by instructions which represent the very latest and best in Penmanship Methods from a practical and theoretical standpoint. These instructions are by Frank N. Freeman, Professor of Educational Psychology, University of Chicago, and represent the results of over twenty years of scientific investigation in the field of handwriting.

Students of handwriting will be much interested in Dr. Freeman's ideas and methods.

This Complete Manual of 248 pages is beautifully bound in paper, and is well illustrated. Surely every collector of penmanship books and specimens and every penmanship student will wish one of these books for his library.

Price, postpaid, 70c

## ZANER & BLOSER MANUAL 96



The penmanship examples are some smaller in size than those in our Manual 144.

The first ten pages contain numerous illustrations, and fully explain the essentials of success in learning to write: such as correct position, movements, speed, etc.

Then follows a very complete course of penmanship copies and instructions, consisting of 195 lessons.

In addition, it contains many pages of applied writing—such as business forms, paragraphs, letter writing—a most valuable lot of material for advanced penmanship students.

It is intended for use in Junior and Senior High Schools, Business Colleges, Parochial Schools, Commercial Departments and Grammar Grades; in fact, for all schools where a neat, legible, rapid handwriting is desired. It is also a complete guide for home students.

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## SHORT CUT TO PLAIN WRITING



The book is typical of the title, a real "Short Cut to Plain Writing."

It is constructive rather than revolutionary, and reformative rather than reactionary. It is based upon the idea that it is better to improve the quality of the writing rather than change the style; that most writing is poor on the part of a few letters only and that it is better to improve the few poor ones rather than to change the good ones. Of course, it is a book for busy adults rather than for children; neither is it intended for people who are "set" in their theories, but rather for the growing, going, ambitious, progressive people.

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## FUNCTIONAL HANDWRITING



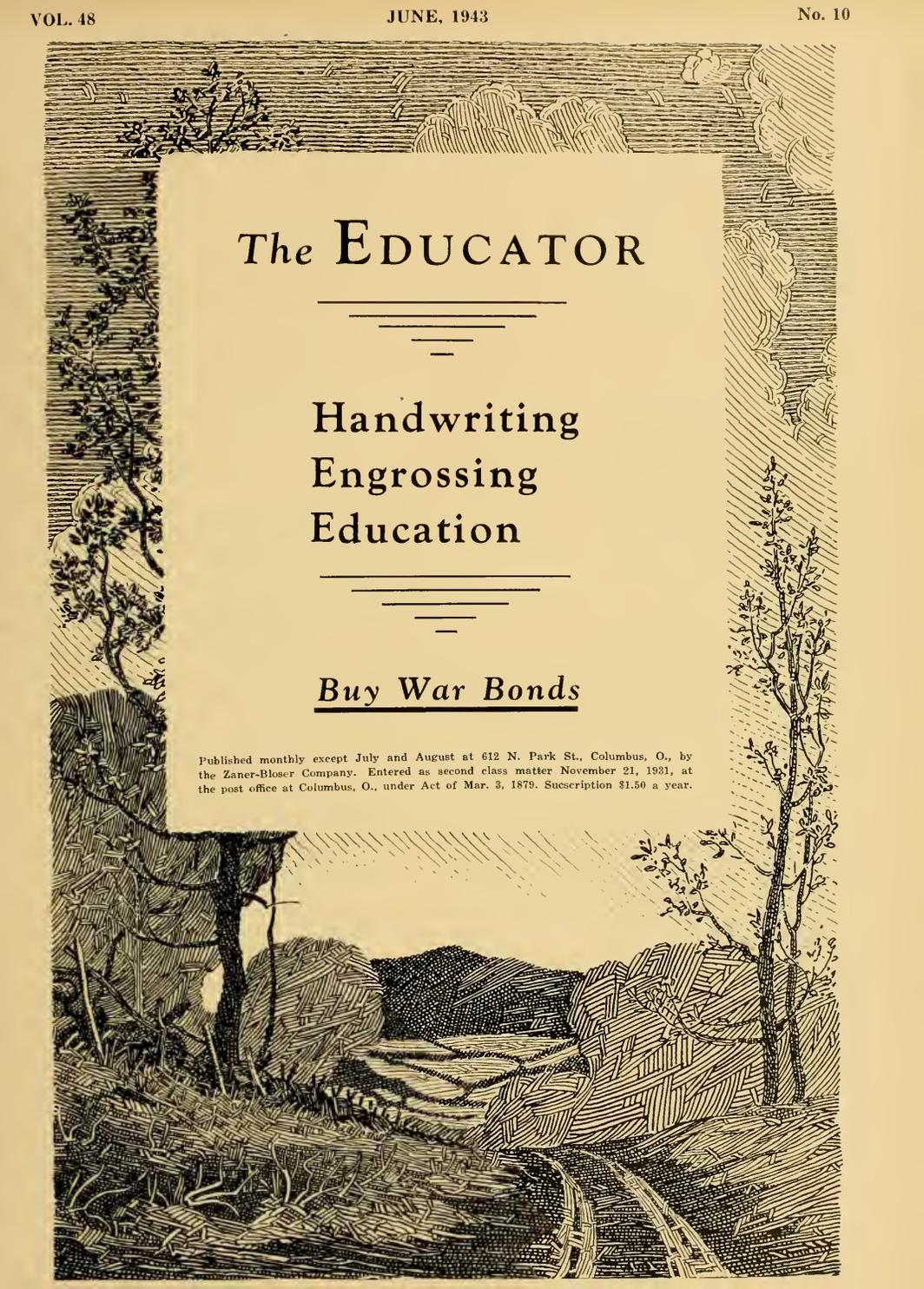
A simplified practical course which quickly brings marked improvement in any individual's handwriting.

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ROCKLAND MAINE

# The Educator

America's Only Handwriting Magazine

Vol. 48

COLUMBUS, OHIO, JUNE, 1943

No. 10

## CURES for Common School Ills

With malice toward none—realizing that even your best friends won't tell you—

We, the committee, humbly submit our cures for common, everyday, school ill.

No. 9

### TOURING TEACHERS

When it's your turn to go visiting be as unobtrusive as possible, yet it won't be necessary to tiptoe in with that fugitive-from-a-chain-gang air. The teacher whom you visit will probably be more comfortable if you do come in, sit down, and look happy. It's rather confusing for any hostess to have a guest hovering anxiously on the threshold waiting for a sign from the skies in order to break and run for it.

If you wish to inspect projects and art work, better wait until recess time. Willie may find it hard to keep his mind on fractions as you gaze with bulging eyes at his Egyptian mummy case in clay.

### INFORMATION—PLEASE

Not even the wisest teacher knows her own maps today. Have plenty of them in the room, and holders for them in convenient places. Susie Bell should be able to touch Africa with her finger as well as with a five-foot pointer.

Reference books should have a well handled as well as a carefully dusted look. Keep them neat, by all means, but use them or "what's a reference for?" Don't put them on the lowest shelf or you'll find the children taking that "small-boy-sliding-down-hill-on-sled" position every time they want to look up Yakheth-Khufu. The highest shelf is out, too, even though the gold bindings look perfectly "stunning" from there.

Keep the globe handy, too, so that the children may use it by themselves. It probably won't smell as sweet but it will be just as interesting in the center of the table as the usual geranium.

### The Committee

Edith Becker  
Mrs. Betty Anderson  
Mrs. Mary McDevitt

Kathleen Mulryan  
Margaret Sorenson  
Marguerite Zimmer  
Mildred Hulik

Courtesy of Lake County Board of Education, Waukegan, Illinois

### THE EDUCATOR

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THE EDUCATOR is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

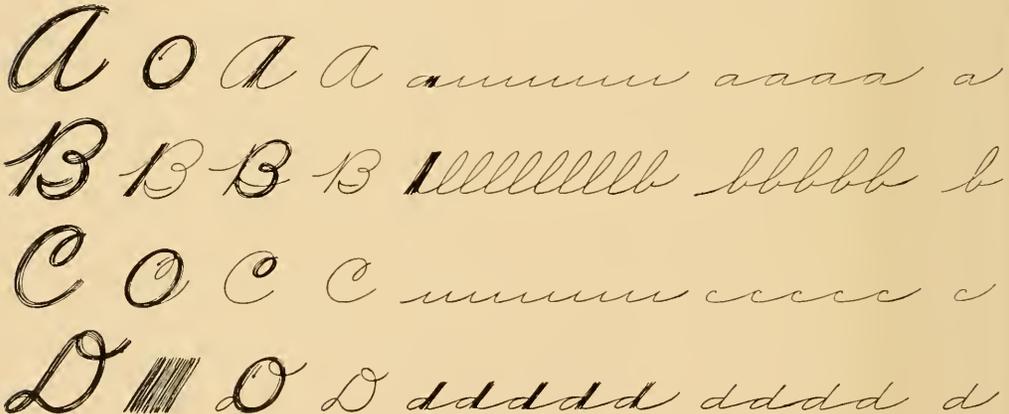
# Wartime Business Penmanship

Those of you, who have been following these lessons and haven't reached the standard desired, will find nothing better to work on than the exercises this month covering the entire alphabet. Teachers, who wish to improve their penmanship this summer, will find these copies very helpful. They cover practically everything needed in studying the entire alphabet. Our general suggestion is to practice the different exercises and the letters, each separately. After practicing the A, select some easy words and sentences to practice. Then take the various combinations of a and other small letters, as an, ac, ab, ad, af, ag, etc.

Each letter has something distinct and different from other letters. There are also certain parts of letters which are the same in other letters. Try to group your letters according to similarity, and practice the various groups together.

There are two ways of ending all letters. One is with the curved understroke like the finish of the A, and the other is the curved over stroke like the finish of the Z. The X, is probably the only exception and it can be made to finish like the A.

Study the finish of the A, then make as many of the other finishes like the A as possible. Even the finishes on the B, G, H, etc., are similar to the A. The finishing stroke is part of the oval. Test your finishing stroke to see if, when it is completed, it would make a good oval. See if it is too straight or too curved. See that it is not too straight or too curved.



All writing should slope in a uniform direction. Position of the paper influences slant, therefore, study your position. Most people like writing which slants forward. It has more action and life. Draw lines down through the letters using a ruler. Make the slant lines a ll uniform. In this way you can easily detect the letters which you get off-slant. Some have trouble with the slant on the loops. Others have trouble with the second part of n and h.

*A copy of The Educator*

THE EDUCATOR,  
612 N. Park St., Columbus, Ohio.

Date.....

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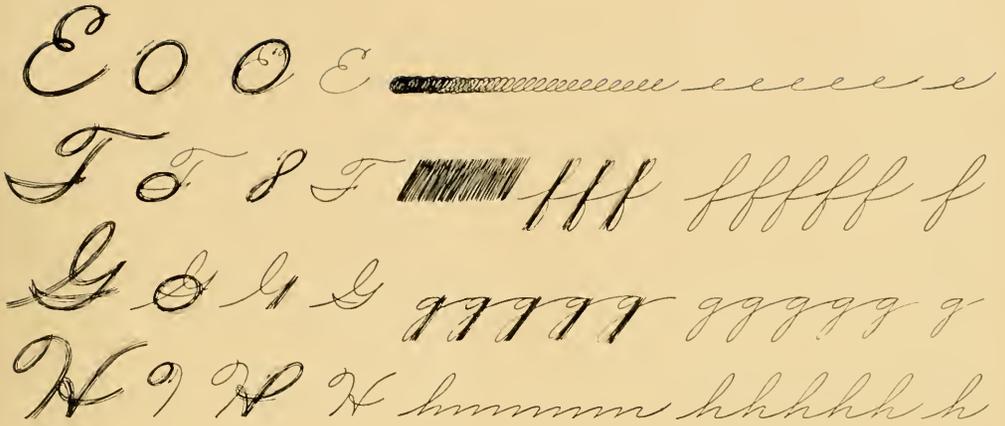
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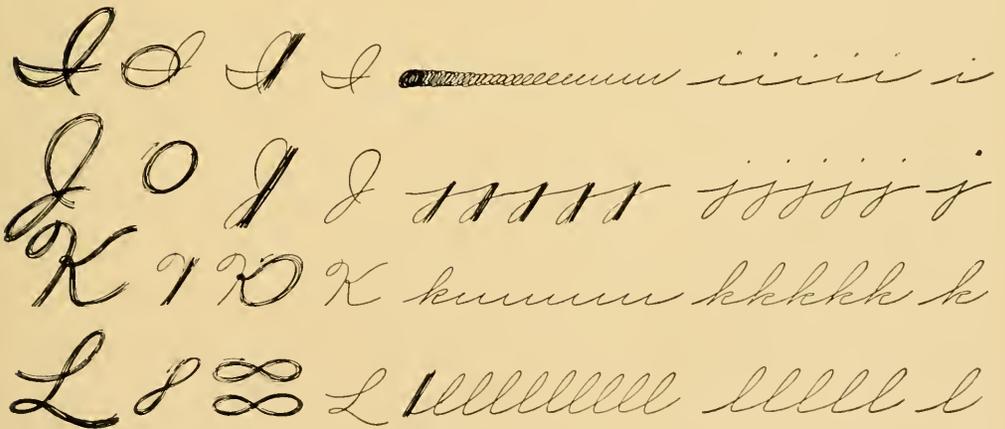
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TO HANDWRITING, ENGRAVING AND EDUCATION



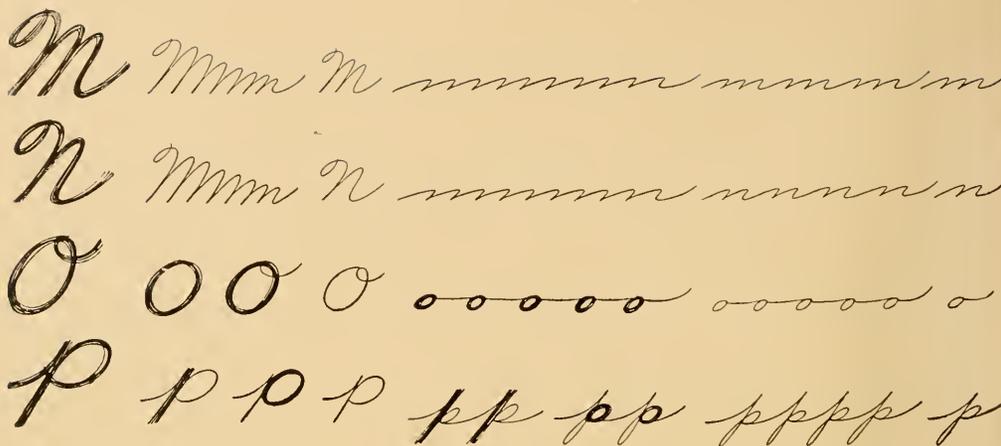


Study the size of your writing. Loop letters and capitals stand three-fourths of a space high, the t, d and p one-half a space, and the other letters one-fourth of a space high. Draw with a ruler lines at the top of the letters. See if the first part of a word is the same size as the last letter. In words containing two or more loops, is the second loop as tall as the first one? Many have trouble in getting the first letter of each word larger than the following letters.

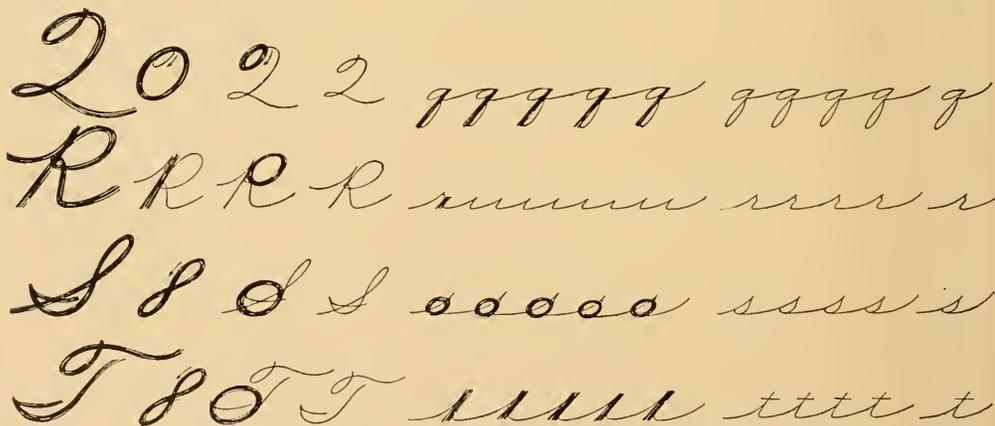


Spacing should be uniform in and between letters. Avoid crowding the writing in places or spreading in other places. Each word should be solid and stand alone without any broken or crowded places. Check the space inside of your letters like in the small o and a.

Your quality of line should be uniform. Where the writing is too heavy, light or spotted, it is not desirable. The movement should be free enough to produce a smooth, free line. Kinky lines indicate a slow motion and wherever kinks appear, the movement should be speeded up.



Legibility is the most important quality in handwriting. Without legibility, writing is of no value. See that all your letters are unmistakably plain. If a letter is not legible when all the other letters around it are covered up, it needs attention. Study the shapes of letters and what makes them legible and distinct from other letters. Rounding out the turns at the proper place and getting angles or retraces where they belong, watching the finish of o, a, v and w are some of the things you need to study.



After practicing on the exercises and letters, be sure to write pages, watching the general appearance and legibility.

U UUUUUV uuuuuu vvvvvv  
 W ~~W~~ W W uuuuuu vvvvvv  
 XooXyYy xxxxxx yyyyyy  
 Z Zzzz zzzzzz

These copies from A to Z contain exercises for all of the letters. Study them carefully.



<sup>a</sup> O O O O O O O O O O O O O O O  
<sup>b</sup> e e e e e e e e e e e e e e e  
<sup>c</sup> e e e e e e e e e e e e e e e  
<sup>d</sup> v v v v v v v v v v v v v v v  
<sup>e</sup> D D D D D D D D D D D D D D D  
<sup>f</sup> e e e e e e e e e e e e e e e  
<sup>g</sup> a a a a a a a a a a a a a a a

Something different in the way of exercises by C. Spencer Chambers, Syracuse, New York.

(Continued on Page 16)

# "Know Your Letters" Month

OLIVE M. MELLON

Atlantic City, N. J.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Much of the poor writing in the public schools of today can be attributed to lack of knowledge of the elements of letter structure and failure to follow directions.

The trend of the past ten years has been "the child's own way" method to a great extent. This method has had many advantages and contributed admirably toward certain phases of character development but it has taken a World War to show us where we have erred. Children must be taught to follow the instructions of their leader and the leader must be more definite in his demands of the children. In no subject is this weakness more evident than in that of handwriting.

An experiment is being tried out in our school system this month in the fourth, fifth and sixth grades, where a definite plan is followed for the acquisition of knowledge of letter forms and definite procedures for practice to develop skills are suggested. The introductory lesson consists of the following steps:

1. Show the child the three basic strokes used in forming the small letters—under curve, over curve, main slant.
2. Arrange these strokes in such position that the child can see signs of letter structure.
3. Join the strokes to complete such letters as i, u, w, n, m, etc. This demonstration fascinates the child.

4. Give definite instructions to class for their initial practice and check for understanding of instructions. Instructions may consist of the following steps: (Demonstrate on board.)

- (a) Make seven one full space i's on line.
- (b) Use long under curve stroke to start with.
- (c) Bring down stroke firmly to base line.
- (d) Swing out the line with upward curve to finish.
- (e) Make ending stroke touch upper line.
- (f) Place dot of i in upper space and on line with down stroke of letter.
- (g) Keep color of line uniform.
- (h) Make seven letters completely fill the line. (This spacing is exaggerated but children can readily visualize the type of stroke required.)
- (i) Question class as a recheck on your instructions and set them to work at their own individual speed.

5. Keep them working on this large exercise until it is checked by teacher.

6. Take a red marking pencil and proceed to inspect each child's work from the standpoint of following directions. Here you will experience your big heartache. One or two pupils may not have begun to practice at all—they did not hear nor see; a half dozen may have made the letters small; perhaps half the room extended the letters a full space high but failed to swing the ending stroke to the top line. All these errors require a correction by the teacher. It may be writing individual copies with definite explanations for each child as she moves from desk to desk.

7. The class continues this exercise until the teacher makes the second round of the room. This time placing emphasis on letter structure.

8. Those having followed directions and having mastered the large letter forms are given an O. K. in the margin of the paper and are promoted to the small i, making ten letters on the line.

This procedure is followed until they have established a firm foundation for letter structure and have

*u - u - u - u - l - l - l - l -*

*i u n m x v w e c o a r s  
t d p l b h k j y z g q f*



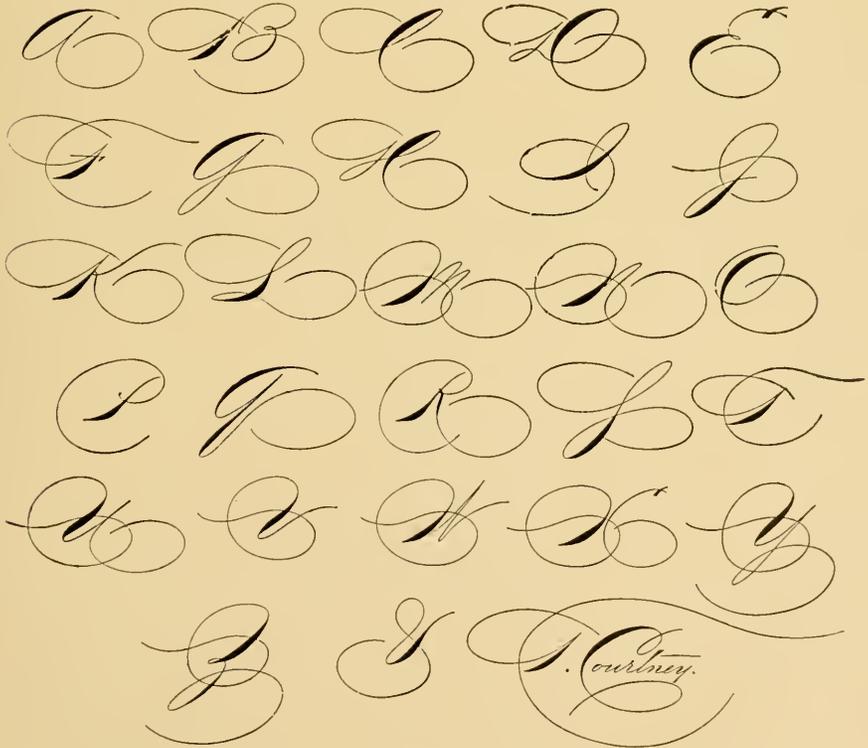
acquired the ability to analyze their letters and to heed directions. Abilities in a class vary. Some few can satisfactorily meet these requirements with six or eight lines of writing; others may practice a full page; while a few individuals may have to devote two or three periods to this first assignment. The stronger the first lesson, the less time required on the letters that follow.

What has been gained by this time of practice?

The child realizes that his is an individual responsibility; he can progress at his own pace; that failure to heed directions demands more practice; that both time and materials are wasted through inattention; that a definite standard must be met; that there is joy in first knowing, then doing; that a knowledge of

letter structure promotes legibility which means a vast saving in money to the government and to business.

If one month is devoted diligently to this procedure, the outcome will be a noticeable improvement in general writing, attention to directions will be observed and a renewed interest seen in the strides of progress made by the individual child.



# Why Ignore the Supervision of Handwriting

Although I have made a careful study of the subject of Handwriting under the direction of capable teachers, I have never acquired special skill in practicing the art. This study did serve, however, to instill a permanent interest in the subject. My contribution to this program, therefore, must consist entirely of moral support, for I have no technical qualifications to speak to a group of talented artists in the field.

The topic suggested implies that supervision of this subject has been ignored in some degree in our school systems. This is neither the time nor place to enter into a discussion of the function of supervision, in general, but I should like to place on record my point of view regarding the purpose of supervision in its relation to Handwriting.

The function of supervision, whatever its form, is the improvement of the TEACHING ACT, and thereby the improvement of the product or outcomes of instruction. It matters not whether the supervisory device or activity is testing, teaching, conferences, professional reading, remedial instruction, the training of teachers in service, or the purchasing of supplies,—each activity should have as its direct purpose the improvement of the teaching act, and thus the improvement of the products of instruction.

## Why Has Supervision Been Ignored?

The change has been made, and

A Memorandum of a talk given at the E.C.T.A. by Harry I. Good, Associate Superintendent, Board of Education, Buffalo, New York.

perhaps with some degree of accuracy, that administrators do not always appreciate the importance of good handwriting, or that they do not understand the learning problems involved in acquiring a good style of handwriting, and for these reasons they do not see the need for special supervision of this subject. Judgments or decisions are usually made on the basis of one's own experience or understanding, and it is quite natural that an administrator who has not made a thorough study of this field should not see the problem in the same light that the specialist in the field sees it. The administrator frequently entertains the further attitude that teachers, particularly elementary-school teachers, should be prepared to teach this subject with the same degree of proficiency that she is prepared to teach other subjects, without the necessity of special supervisory assistance. This may be sound in theory, but the cold facts are that better instruction will usually flow where such assistance is present.

Handwriting is a social skill; in fact, English and Handwriting are our most important social skills. They are needed by all individuals for either social or occupational

competency; therefore, everyone must go through the learning procedure.

Learning to write is not an automatic process; it is not just acquired or picked up with any degree of proficiency. Learning to write is like learning a new language. The learning process has its own peculiar psychology or technique. While movement and muscular control are at the center of the problem, there are many other factors present, such as, co-ordination of mind and muscle, interest, etc.

The efficient teacher must understand the psychology and the technique of learning to write. All activities should be based upon sound principles and have clear educational purposes.

Classroom teachers of writing need encouragement, assistance, and leadership. The competent supervisor can supply these elements.

The supervisor should be a master craftsman, a superior teacher, an expert with technical training who has himself had the experience of those whom he supervises, and who by special knowledge and skill has proved his fitness to lead and instruct others.

To achieve maximum educational results someone must be charged with the responsibility of studying the problems of the field and maintain a high degree of proficiency in the teaching act among those engaged in teaching handwriting.  
April 28, 1943.

*"That which we persist in doing becomes easier to do, not that the nature of the thing has changed, but our power to do has increased."*

# W. A. F. C.

## A Worthwhile Project — Handwriting, English, Geography, Patriotism



Some of Mrs. Ruth Bill's fifth and sixth grade pupils participating in the WAFC Project. Notice the nice writing on the blackboard and the systematic way in which the addresses are placed on the bulletin board.

The Public Schools of Ft. Wayne, Indiana are doing a good job of handwriting under the direction of Ida M. Koons, Supervisor of handwriting, where she received excellent support from her superintendent.

The pupils have a WAFC Club, which means Write A Fighter Corps. This is one of the most interesting projects imaginable and well-worked out in detail. Most of the students have brothers, sisters, friends and acquaintances in the Army, Navy, Marines or Coast Guards, and they are all intensely interested in any news concerning them or anything which they can do. The WAFC project is intended primarily to promote better handwriting, but also covers Geography, Language and Patriotism. In each school maps are displayed showing the various sections of the country where their friends in the armed forces are serving. Charts are also posted giving the names and addresses of the men in the service. Any interesting letters or information received from the boys or girls in the service are posted.

The students are given help in writing the letters and in properly addressing them. Information is also given on V-Mail. Every school in the country could profitably start a WAFC Club. Probably no handwriting project is so interesting and far-reaching as the WAFC Club.



This is Robert Linn, a student of Mrs. Ruth Bill in Fort Wayne, Indiana. Robert is doing some deep thinking, and, no doubt, wondering when he can do more in the great fight for liberty.

The men and women in the service appreciate letters from their friends. It helps to build up their morale. They say the mailman is the most popular man in the service.

Service men like to hear of the common little things back home. You can tell them what is going on in their old neighborhood and what the people they know are doing.

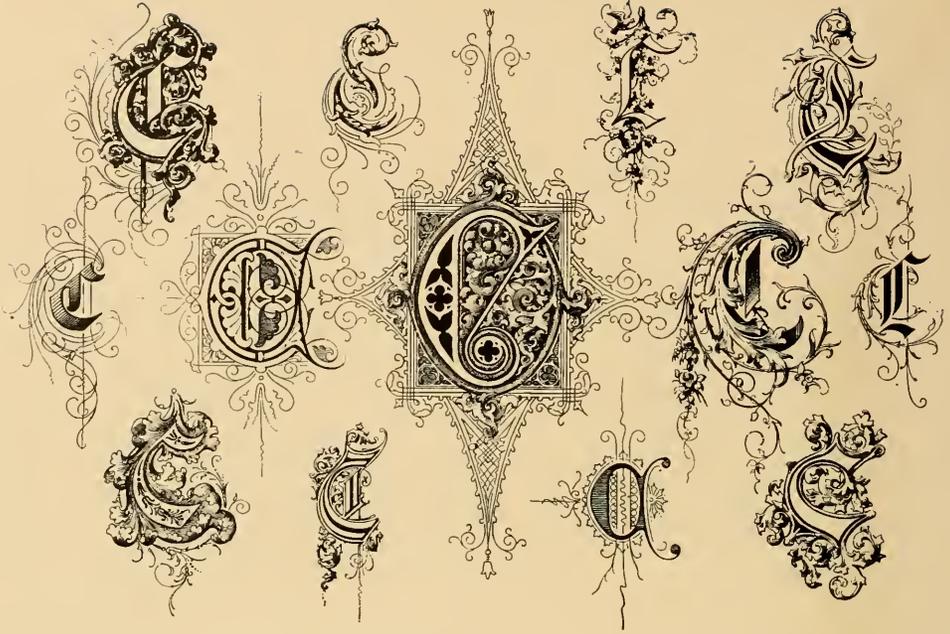
See that each one of your students is supplied with a good handwriting text book, proper pens, ink and paper. Help them to master a good position. See that their desks are the proper height and that they get the best lighting conditions possible.

Make the handwriting interesting. It's a live subject if you try to make it so. Projects like the W. A. F. C. will do much to give handwriting the necessary interest in your classes. Of course you will need to do a lot of detail instruction on formation of letters and movement required.

Much supervised drill is necessary to acquire a high degree of skill and form good writing habits.

Have a regular time for Handwriting classes and buy War Bonds regularly.





Ornamental initial letters reproduced from an old book. This page was loaned to us by H. G. Burtner, 1420 Pine Street, Philadelphia.

We present these letters for study and imitation. Possibly you can use parts of the letters. They are full of suggestions.



This name was lettered by W. E. Dennis. It shows the effective treatment by flourishing. There is today a demand for embellishing names. Quite often customers come in who want their name on a diploma given special treatment. This is one way to solve the problem quickly.

The original penwork was loaned to us by Wm. J. Tenny, 121 North Fitzhugh Street, Rochester, N. Y.

## Handwriting Then and Now

John Faithful, who some years ago contributed regularly to the *Educator* and who is a superintendent of schools in Kansas, recently stated, "That the boys and girls of earlier days knew more or could spell better or figure faster than those of today, there is no proof. I have seen a copy of an eighth grade examination given fifty or more years ago in Boston which an eighth grader of today 'ate up', making better scores than did their grandparents."

We wonder if our friend were to grade the handwriting of the two generations, what he would find. Many people think that our writing today is not as good as it was a quarter of a century ago. However, we believe that we can show specimens from entire classes and entire school systems which the old-timers did not equal. While we should urge schools to give more attention to handwriting, especially where the handwriting is below par, we believe that we set an imaginary high standard on the work of our grandparents and by doing so are unfair to the boys and girls and teachers where good correlated handwriting is being taught sensibly today. Many of our grandparents spent much time on handwriting while some did not.

One of the important things today is to get more schools to conduct regular handwriting classes each day and also to demand good writing in all written work in other subjects.

Those teachers today who do not know how to teach writing should be required to take special training in handwriting.

**T**each me to be obedient to the rules of the game.

Teach me to distinguish between sentiment and sentimentality, admiring the one and despising the other.

Teach me neither to proffer nor receive cheap praise.

If I am called upon to suffer, let me be like a well bred beast that goes away to suffer in silence.

Teach me to win if I may. If I may not win, then, above all, teach me to be a good loser.

Teach me not to cry for the moon, nor over spilt milk.

From the Study of the late King George V. Buckingham Palace

This is a handsome little piece—the kind of work people like to frame or stand on their mantle or dresser. The initial letter was in a bright red with a gold border. The scroll was in blues, reds, greens and yellows with a red filigree and gold buds. Engraved by E. H. McGhee, Trenton, N. J.



A bird flourish by W. E. Dennis loaned to us by Wm. J. Tenny of 121 North Fitzhugh Street, Rochester, New York.

# Business Penmanship

(Continued from page 9)

Evanston, Ill.

Nov. 5, 19--

Dear Bob

We had a fine time  
in the country this  
summer.

This is third grade size writing but everyone can profitably do some large writing. It gives one a better knowledge of letter forms.

11111111 0000000 6666666 4444444  
9999999 7777777 2222222 3333333  
5555555 8888888 - 1234567890

Full Name:

Date:

School:

Grade:

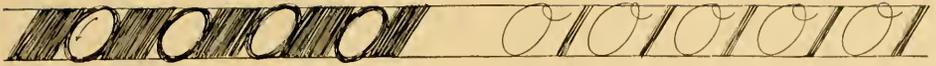


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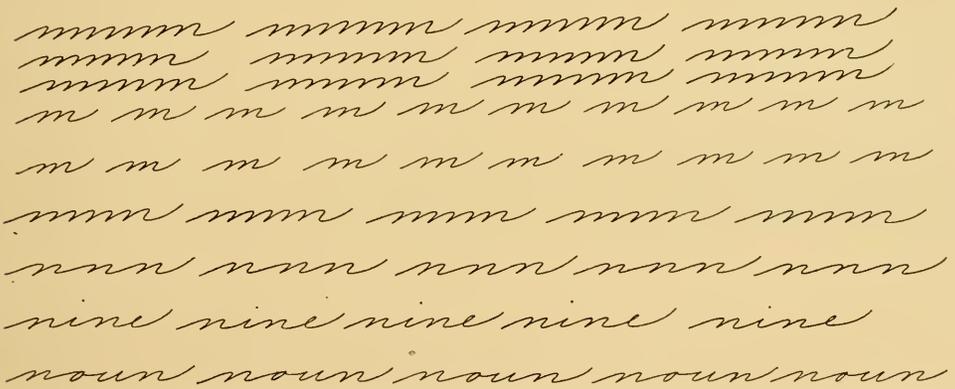
Salem Salem Salem Salem

Strive to improve each lesson

This copy encourages care and system. In each space there are a definite number of letters. Each word begins on the base line and ends at the height of the small i. The word thus occupies a complete space. A certain amount of this type of training is excellent. The plate appears in the book "Progressive Lessons in Practical Movement Writing" by Raymond C. Goodfellow.



This shows a good development of the capital D. First work on the exercises, then on the D alone. Next make the D in connection with other similar letters. Prac-tice on words and sentences.



This copy is from Olive Mellon, Atlantic City, New Jersey. It is to develop the top turn for m's, n's and other similar letters.

"How often the thought comes home to me,  
As the moments hurry away,  
Of the many things I intend to do  
Somehow, some time, some day."

# MOVEMENT DESIGNS



A very skillfully made design. Designs of this kind encourage freedom of movement, light quality of line and careful workmanship.

One of the important things to encourage in any class is neat, careful workmanship. There are thousands of designs which can be made by students in the handwriting class. These designs are very interesting and show up well in displays.

Most of the skillful penmen have made acres and acres of movement exercises. One should realize that movement exercises are only a means to an end and if used intelligently, add greatly to any handwriting class.

May we suggest to the oldtimers, who complain of being out of trim, that they warm up on a movement design? The above design was made by Fred Berkman, 125 W. Marion Ave., Youngstown, Ohio. Fred has been so interested in shorthand and commercial teaching in recent years that our readers have not heard from him often. However, he still retains his superb skill, and he still remains a good fellow.

Movement and Form go hand in hand.

A highly stylized, cursive signature reading "F. O. Anderson". The letters are large and flowing, with elaborate flourishes and loops, particularly around the 'F' and 'A'.

A breezy signature by our friend, Adj. F. O. Anderson of Box 414. Hibbing, Minnesota.

# Excerpts from Mrs. Norman's Notebook

## MATERIALS AND EQUIPMENT

The writing manual plays an important part in formal instruction in writing. It should be on the child's desk, opened at the proper lesson. It furnishes the pupil with his models and should be used constantly as a reference book.

Teachers should have:

1. Teachers' manual for correlated handwriting.
2. Freeman's scientific handwriting scale.
3. Correlated handwriting perception strips.
4. Zaner-Bloser finger fitting penholder.
5. Standard pens, No. 3 and No. 4.
6. Zabco finger fitting pencils, 3 sizes.
7. Zaner-Bloser large primary pencil No. 2.

Pupils should have:

1. Freeman's correlated handwriting practice book suited to grade.
2. Zabco finger fitting pencil suited to grade.

3. Large primary pencil for grades One and Two.

4. Zaner-Bloser finger fitting penholder.

5. Standard pens—No. 3 for Grades 3 and 4; No. 4 for other grades.

6. Practice paper suited to the grade.

Teaching handwriting without equipment is the same as teaching geography or any other school subject without books.

## COUNTING AND RHYTHM

It has been found by experiment that the use of rhythm and counting increases speed and improves the quality of writing.

Counting is of little value unless the child's writing conforms to it. The teacher should show the pupils by writing on the board just how the counting is applied to the letters. This requires careful study. Teachers who do not understand counting and rhythm can learn it from the manual and from correspondence

courses. It is better not to count at all than to count too slowly, or beyond the capacity of normal e. .oit.

## HOW WELL AND HOW FAST SHOULD CHILDREN WRITE

A study of quality in handwriting is reported in the Third Yearbook of the National Society for the Study of Education. Out of a large number of specimens of handwriting of adults only thirteen and one-half percent wrote better than 60 on the Ayres scale. The average quality was forty-nine and one-half percent.

Thus a standard of 60 on the Ayres measuring scale has been set up for school children.

Speed varies for different ages. Begin with medium speed and increase it as the child grows older.

Second grade pupils by the end of the year should write 30 letters per minute. This should be increased to 70 words per minute in the Sixth grade. Some adults are able to write legibly 125 words per minute.

## Practical Lettering



There are many variations of the Roman Alphabet. The student of engrossing should become very familiar with the Roman Alphabet, which is the foundation for most letters. The more you study Roman letters the more accuracy and beauty you will be able to get into your handwriting, lettering and engrossing.

This alphabet is called Modern Italic. It is mainly the Roman Alphabet slanted with a few individual touches.

In making a slanting alphabet, rule guide lines in lead pencil. This will help to get a uniform slope to your work. As a rule penmen find slanting alphabets a little more attractive and easier for them to do. Penmen are accustomed to writing with slant and therefore slant lettering is easier than vertical lettering.

Rule head and base lines accurately and carefully. Study spacing, proportion, contrast between light lines and shades, and watch general appearance.

This plate was loaned to us by G. H. Lockwood, Kalamazoo, Mich.

At a regular meeting  
of the  
**Board of Directors**  
of  
**The Bloomfield National Bank**  
the following resolution was unanimously adopted:

**Whereas**, in the recent death of **David V. Grant**, a dear friend and fellow member of the Board of Directors this Bank has lost one of its most useful members; in recognition of his sterling worth, wise counsel, probity, and financial ability and friendly ways do hereby enter this minute of our appreciation of him and of the loss which the Bloomfield National Bank has sustained thru his passing; and

WHEREAS

**David V. Grant**

was a friendly man always willing to give his attention, time, and means for the general or individual good of his fellowmen. He was a man of great ability and greater character, industrious and able, courteous and kind to all. No man could be more charitable in thought and deed than our dear friend. This Board regrets sincerely and deeply the absence henceforth from its meetings of its late member; and

be it therefore

**Resolved** That a copy of the foregoing resolution suitably hand-engrossed and appropriately illuminated be given to the family of our late friend, and a copy be entered in the minutes of this meeting.

President Secretary Treasurer

This Engrossing was sent to us by Angelo M. Rasso of Greenwich, Connecticut. The reproduction was made from a photostat. While some of the detail is lost, this presents a good study in lettering.

#### RALPH E. ROWE

Ralph E. Rowe, former supervisor of penmanship in the Portland Public Schools of Maine, died April 22. He was born in Holden, September 4, 1872, and taught in the Portland Schools for fifty years.

He was a prominent figure at the penmanship conventions having held an office in the National Association of Penmanship Supervisors and also in the New England Penmanship Association. He headed the Portland Teachers Association for four years and was President of the School Masters Club for four years.

As a man he was jovial and well liked. He was a faithful, loyal supporter of all movements for the betterment of handwriting or school work in general.

#### DEFINITION

SPORTSMANSHIP doesn't offer excuses, substitutes, alibis, nor whines; neither does it criticize, but takes defeat and honors respectful opponents, compliments and praises merit wherever found; shares triumphs; enforces the square deal; is honored as much in defeat as in victory.

Envy, hatred, jealousy, grudge or misplaced or obnoxious retaliation is no part of sportsmanship.

I. R. Stout, who attended the Zanerian College of Penmanship some years ago, is now teaching in the Newark Central High School, Newark, New Jersey.



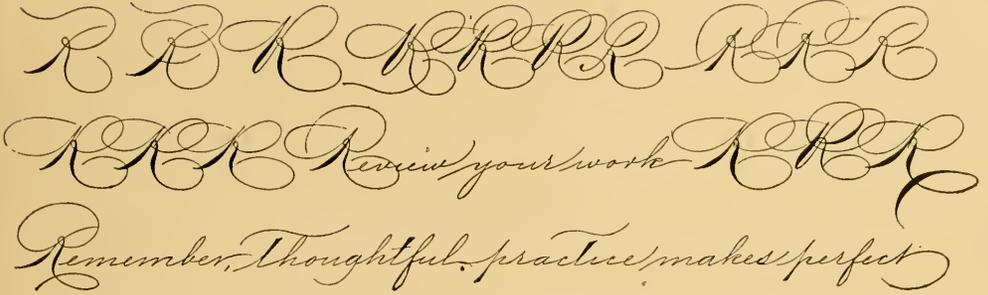
Write for our new Free Book, "How to Become a Good Penman." Enclose 10c for a Professional Pen Point and your name beautifully written. Write today.  
**THE TANBLYN SCHOOL**  
438 Ridge Building  
Kansas City, Mo.

*G. R. Brunet*

This signature was done by Mr. G. R. Brunet, Lord Selkirk School, Winnipeg, Man., Canada.

# A Course in Ornamental Penmanship

Follow This Course and Improve Your Skill in Business Writing



A number of different styles of letters are given this month. The more styles you master, the easier it will be for you in actual work. In filling orders, it is not necessary to use so many different varieties but some styles fit in better than others, and by being able to change your styles of letters quickly, you have an advantage which is worthwhile.



Get full graceful ovals. An oval is two-thirds as wide as high and should contain no flat places or kinks. Get freedom and grace.



Study the location of shades and other details.

If you want any special help on Ornamental this summer, write to the Educator.

## Lessons in Script

*rrrrrrr sssss*  
*cure cure in one*  
*or am coarse us*  
*success owes can*  
*common across*

Some practice on large letters is good to improve your knowledge of letters and your skill. In the large forms, you can see your mistakes better. The details are seen clearer in the large forms. It gives you a chance to see the delicate curve in the center of a letter or turn, the exact retrace on angles and many other important details.

*jjjjjj yy yy g g g g q q q q*  
*joy joined judged yearling equality*  
*zzzzzz quizz zigzaggy garage f*  
*laggard organizations grand yank*

This is a usable size. Try your hand at the lower loops. They are not difficult, but they do require considerable practice and study.

Be accurate in ruling head and base lines. Inaccurate guide lines give you serious trouble. It makes your work uneven in height and spacing.

Don't overlook the importance of uniform pressure on down strokes.

# FOURTH GRADE LESSON

Mabel Anderson

## Counting

*When we march, we step in time.*

*We write the letter strokes in time.*

*Count as you write.*



### TUESDAY

Girls and boys, yesterday we learned the adult proportion of letters. Tall letters and capitals are how many times higher than small letters? John, "Tall letters and capitals are three times as high as the small letters." That is true. Now, James, tell us the height of the letters t, d and p. Yes, they are  $\frac{2}{3}$  of a space tall and all the small letters are  $\frac{1}{3}$  of a space tall. Jennie, how high should the ending strokes be? Yes,  $\frac{1}{3}$  of a space high or as high as the small letters in a word.

Fred, yesterday we worked on the sentence—We go carefully at the retraces. Will you tell the class the meaning of the word "retraces"? Yes, the going over any line or part of a letter is a retrace. Why should one go carefully at a retrace? Answer: It is very difficult to retrace a stroke if we go too fast. It is easy to slip off the line.

Fannie, tell us the parts of the word retraces. Fannie, "I think r is the first part, trace is the second part, and s is the third part." I like your explanation. We should say as we write the word re traces. Write it for us at the blackboard, James. That is very good. What do you

like about Fannie's work, James? James, "Her letters are all the same color and her lines are straight." I also like the ending stroke on "s". Yesterday we learned that the t, d and p were twice as high as the small letters. I am glad that Fannie remembered the proportion of her letters. Now I will write the word for you and check the retraces (r, t, e and s.)

Write with me in the air as I trace over my word on the blackboard.

Now class fold your Practice Book back on the seam and place the book on top of your practice paper. Practice with your dry pens over the word retrace several times. Now close the book and write the word several times with your pen. Open books and compare your words with the model in the Practice Book. Tell us the most difficult letter in the word. Juanita: The letter r is the most difficult letter for me. How

many other girls and boys had trouble with the letter r?

Row One take your places at the blackboard. Draw lines like Alice and I did yesterday. Put the dashes at the beginning of the lines so that we may get the proper letter proportion. Rest of the class watch us carefully. Later we will have you write the letter at your desks. Teacher steps to the blackboard and makes a picture of the letter r.

Class at the blackboard also makes a picture of the letter and then writes the letter several times. Teacher: Give the letter the ladder test by drawing straight slanting lines through r—line in middle of first curve must be parallel to third stroke of the letter r. Next write the word retraces. Make the tip of the r slightly above the other small letters in the word. Next, write the entire sentence on your paper once. We go carefully at the retraces. Measure the length of the sentence with the length of the sentence in the Practice Book. Are your margins even? Try it again.

Tomorrow we will test the height, size, endings and margins of the sentence before we record the lesson in our Practice Books.

In the handwriting class,  
study details of letters. In all  
other subjects, require careful  
writing at all times.  
Buy War Bonds.

## Famous Letters

St Paul, 14, 90.

Friend Ketchum,

Referring to your favor would you  
be so good to send me a list of specimens who in  
my opinion are the best accurate script  
writers; many professional penmen differ  
in grading them, when you reach the  
third name, it is from there on, simply  
a question of fancy and a great deal  
of accident work.

Sincerely,

L. Madarasz,

# Boston Power Squadron

## CERTIFICATE



This Certifies that \_\_\_\_\_  
 has given satisfactory evidence to the undersigned that he is competent to  
 Operate and Navigate a Power Boat in accordance with the Rules and  
 Regulations of the Boston Power Squadron, and is therefore qualified  
 for Membership in the same.

Boston, Mass., \_\_\_\_\_ 19\_\_

Countersigned and Enrolled

Board of  
 Instruction and  
 Examination

Squadron Secretary

Study the graceful curves in the heading, also the fine script. This was made by The Martin Co. of Boston.



An interesting specimen from a penmanship book published in 1894 by J. L. Nichols, Naperville, Illinois. The work is very skillfully done and shows excellent workmanship.

### Points for Emphasis in Hand-writing Instruction to Meet the Urgent War Time Needs

OLIVE A. MELLON  
 Atlantic City, N. J.

- Well organized lesson plan by teacher.
- Attention to acceptable habits pertaining to health.
- Responsibility of child stressed as to individual progress.
- Time allotment observed daily and increased on grammar grade level.
- Increased interest in figure making.
- More attention to the writing of business and social letters.
- Each new letter analyzed in large form.
- Need for better knowledge of letter structure.
- Emphasize more repetitive drill to develop better product.
- Effect a feeling of pride in each endeavor.
- Drill on capital letters through key posts of war. (Correlate with geography and history.)
- Special emphasis placed on following directions. (Obedience to command.)

# G. E. Crane

Glenn E. Crane made his own diploma when he graduated from the ZANERIAN. It contained his own pen-made portrait, which was a masterpiece of expression.

After teaching in several business colleges, Crane became supervisor of penmanship in the public schools of Sandusky, Ohio. His helpful interest in their children made him loved by people of the City of Homes. Under his guidance, Sandusky boys and girls learned to do high-grade penmanship. Many of their sheets of movement exercises, 18 by 24 inches, showed remarkable skill; and their handwriting was far above the average school.

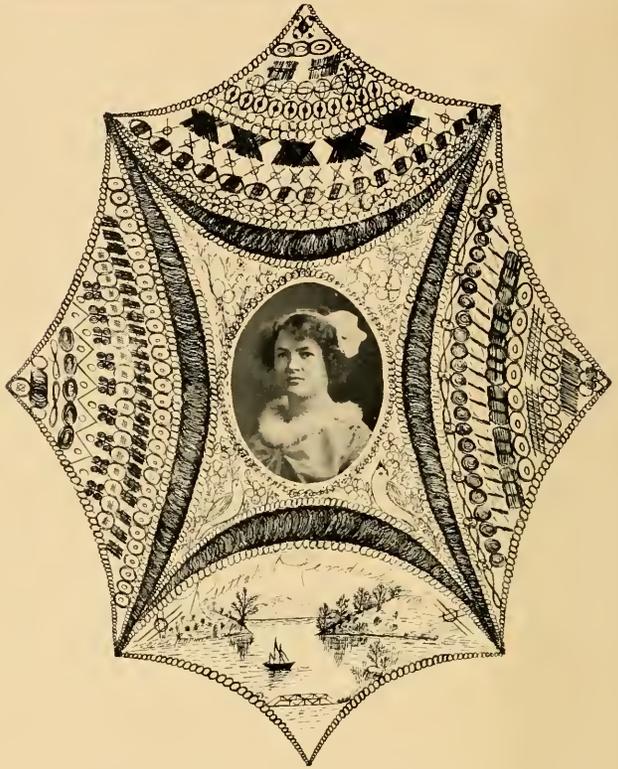
But Crane had higher ambition than the school room could satisfy. He became a very successful insurance man. This work required him to travel in many states. Like the ambitious among us, he wished to make a still larger financial success than life insurance offered; so he became an oil man. In the oil business he made a fortune. But later, as an oil prospector, Crane lost his fortune. It was not long thereafter that prosperity again became his welcome guest; and while he was enjoying splendid "strikes" in new oil fields in Oklahoma and Texas, Crane was suddenly taken from among us by a heart attack due to work too strenuous for a man of his fine physique and advanced age. On his death bed he dictated to his wife a telegram to be sent to me, saying that he was dying. Crane never forgot a friend.

In 1899 I saw Crane the last time. I was at his Sandusky home. We were cutting weeds out of his beautiful front lawn. My train was soon to take me to my Pennsylvania home. I asked him to walk over to the station with me. Suddenly tears rolled down his ruddy cheeks. "Craver," he said, "I'd like to go; but I just can't walk to the station with you and come back home alone. I am so very sorry that we must part. Good luck, my boy; you'll always hear from me." And I did. When I was in a hospital in 1931 for five months, Crane wrote me once or twice every week. His letters always beamed with good cheer and helpful friendship.

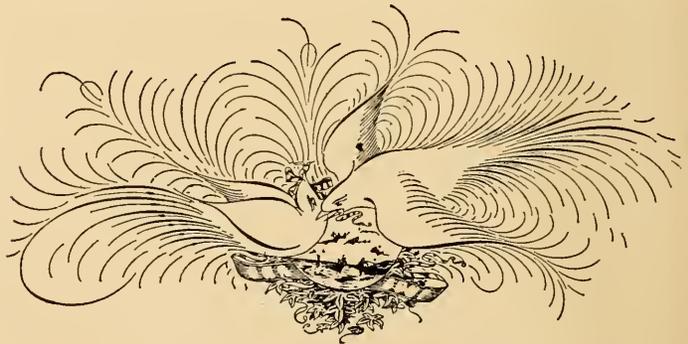
Crane had a remarkable disposition. He was a very kind and considerate man. I heard him speak many times at Christian Endeavor meetings in Ohio. He liked this work and he always had a stirring message to impart. His oratorical delivery was much like that of Russel Conwell whom he often quoted with telling effect.

An ideal man has gone. I wish he were alive today. I would like to talk with him again. And many of his friends share my wish.

Edwin H. Craver, 719 East 25th St., Paterson, New Jersey.



This movement design was made by Rosetta A. Hendrickson of the Interstate Business College, Fargo, N. D. The cut was sent to us by Frank A. Krupp. Notice the exceptionally strong, clear signature which bears out the fact that movement exercises do help in getting a smooth quality of line.



This beautiful flourish was taken from a publication by J. L. Nichols, Naperville, Illinois, 1894 edition. The title of the books was called "Safe Methods in Business." The work was very skillfully prepared. It shows good workmanship.





Gentlemen:

Send me The Edu  
for which I enclose \$...

Name .....

Address .....

City.....

THE MAGAZINE E

## OHIO STARS

Thirteen star penmen born in the State of Ohio:

J. F. Barnhart  
S. E. Bartow  
S. M. Blue  
S. B. Fahnestock  
A. H. Hinman  
W. A. Hoffman  
C. C. Lister  
L. W. Pierson  
Clara L. Ashton  
R. C. Spencer  
L. E. Stacy  
A. H. Steadman  
A. M. Wonnell

The above list was submitted by a former Zanerian of star penman born in the Buckeye state. Send us your lists.

## BACK IN THE HARNESS

R. T. Cecil again has charge of the penmanship classes in the Cecil's Business College, Asheville, N. C. He has an enthusiastic class of students numbering about fifty. M. O. Kirkpatrick, who has been with the Cecil's Business College for the past twenty years, is now with the King's Business College in Charlotte, N. C.

Mr. Cecil took correspondence work in penmanship from C. P. Zaner many, many years ago, and was a constant subscriber to the Educator. He became a very skillful penman which meant much in building up the reputation of the Cecil's Business College.

Asheville is nationally known as a place of recreation and study, and Cecil's Business College has been one of the institutions which has attracted many people to that fair city. Asheville is located in the mountains of western North Carolina. The climate is very invigorating in the summer and the beautiful scenery attracts people from all parts of the country.

Cecil's Business College is one of the successful business colleges of the country and has enjoyed this reputation for many years. Its students come from all states of the Union and from Central and South American Republics.

Mr. Cecil has, in all the years, endeavored to impress upon each and every student entering his institution the importance of handwriting.

reamble and resolutions unanimously adopted at a meeting of the Board of Directors of the Bridgeton and Sandusky Railroad Company held April twenty-fifth, one thousand nine hundred and thirty-two, at the office of the Company in the

City of Bridgeton, New Jersey. Resolved, that we express our warm appreciation of the able services of our fellow Director and long time friend and deeply regret his withdrawal from our midst and wish him renewed health in his return to private life.

May, 1932

An Appreciation  
Samuel C. Carmichael

This beautiful page by the Ames & Rollinson Co., New York, appears in "Script and Manuscript Lettering" published by the Higgins Ink Company, Incorporated, Brooklyn, N. Y.

One of the penmen attending the Eastern Commercial Teachers Association Convention, who stopped at the Zaner-Bloser Exhibit, was J. A. Snyder one of our former students. He is now teaching in Newton Center, Massachusetts. Mr. Snyder was at one time with the Woodward High School in Cincinnati and wrote some very fine specimens along with the skillful penman, A. M. Wonnell. Mr. Snyder has spent considerable time on penmanship and has developed into one of the real fine penmen.

**THE COMMERCIAL CRITERION** is a school paper published by the students of Elizabethton School of Business, Elizabethton, Tenn. This school is run by Mr. and Mrs. C. C. Steed. Mr. Steed is a well-known penman and commercial educator whose work has appeared in The Educator from time to time. A number of his specimens appear in the above mentioned school paper. Mr. Steed is very enthusiastic about fine penmanship and feels that it is very important in the success of any business college.

### TRY "STRAHM" OBLIQUE PENHOLDERS HAND MADE

These oblique penholders are made to fit the hand, clips properly slanted and adjusted, and serve best for writing all kinds of high grade scripts. Write for FREE CIRCULARS and read what penmen say. Prices reasonable—satisfaction fully guaranteed. Address F. L. TOWER, 604 West Pleasant Street, Hammonton, N. J.

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Page of combinations of your name.  
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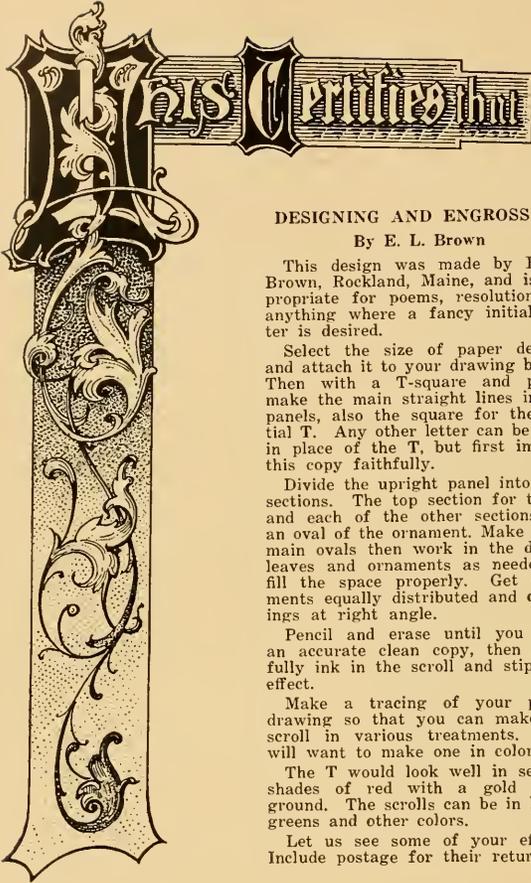


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## DESIGNING AND ENGRASSING

By E. L. Brown

This design was made by E. L. Brown, Rockland, Maine, and is appropriate for poems, resolutions or anything where a fancy initial letter is desired.

Select the size of paper desired and attach it to your drawing board. Then with a T-square and pencil make the main straight lines in the panels, also the square for the initial T. Any other letter can be used in place of the T, but first imitate this copy faithfully.

Divide the upright panel into four sections. The top section for the T and each of the other sections for an oval of the ornament. Make three main ovals then work in the detail, leaves and ornaments as needed to fill the space properly. Get ornaments equally distributed and crossings at right angle.

Pencil and erase until you have an accurate clean copy, then carefully ink in the scroll and stippling effect.

Make a tracing of your pencil drawing so that you can make the scroll in various treatments. You will want to make one in color.

The T would look well in several shades of red with a gold background. The scrolls can be in blues, greens and other colors.

Let us see some of your efforts. Include postage for their return.

## SPECIMENS HAVE BEEN RECEIVED FROM THE FOLLOWING:

H. O. Keesling  
Pasadena Business College  
32 South Raymond St.  
Pasadena, California

Shields Dalton  
Russellville, Tenn.

Georgina Artigas  
Santa Irene 162 (altos)  
entre San Benigno y Flores  
J. del Monte, Habana, Cuba

Edward S. Reid  
6233 Calumet Avenue  
Chicago, Illinois

P. G. Carrasco  
1020 W. Huisache Avenue  
San Antonio, Texas

Dr. T. A. Son  
Bonne Terre, Missouri

Hana H. McGrath  
416 18th Avenue, South  
Seattle, Washington

W. P. Murphy  
Box 520  
Walla Walla, Wash.

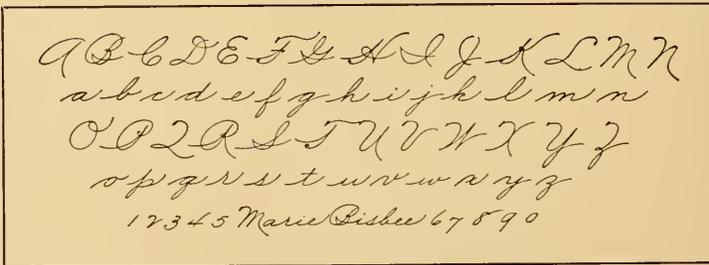
Kendall P. Hayward  
271 Blue Hills Avenue  
Hartford, Connecticut

C. E. Heffelfinger  
General Delivery  
Jeanette, Pa.

J. A. Elston  
703 Arch Street, N.S.  
Pittsburgh, (12) Pa.

W. Anthony  
Box 6576  
Washington, D. C.

Leon W. Hammond  
Everett Art Studio  
Everett, Washington



This cut was loaned to us by Frank A. Krupp of the Interstate Business College, Fargo, N. D. It was written by Marie Bisbee, a left-hander. Miss Bisbee is one of the best left-handed penmen or penwomen we know of. She attended the Interstate Business College where she became interested in penmanship, and in 1914 at Mr. Krupp's suggestion, she came to Columbus and took additional work in penmanship at the Zanerian.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**Army and Navy Filing**, by J. G. Pritchard, Director, Military Coordination Seattle Public Evening School, Seattle, Washington. Published by South-Western Publishing Company, Cincinnati, Ohio. Paper cover, 36 pages.

Army and Navy files, like business files, constitute an administrative device for the preservation of essential records and reports in a systematic manner so that those documents are readily available for use as reference and evidence. Such files play an important, although indirect, part in the winning of air, land, and sea battles by contributing to efficient administrative procedure.

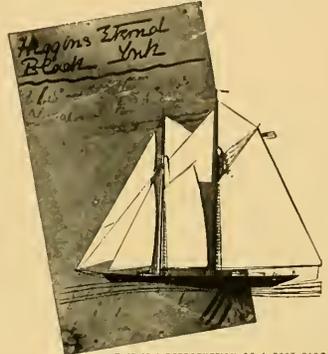
Army and Navy Filing presents the basic information concerning the organization and operation of Army and Navy filing systems for those who have had no experience in operating those systems. This information, based upon official regulations—the War Department Correspondence File and the Navy

Filing Manual—and upon actual filing practices in Army and Navy offices, is organized for use by:

1. Those in the Army and Navy services who need materials designed for instructional purposes rather than the detailed and technical official regulations designed for reference use.
2. Civilians in the following groups:
  - a. Young men in school who wish to prepare for Army and Navy clerical service before induction.
  - b. Young women in school who plan to seek employment as civilian clerks in Army and Navy offices, or who plan to do that type of work as members of the Women's Army Auxiliary Corps (WAAC), the Women's Reserve of the Naval Reserve (WAVES), the Women's Reserve of the Coast Guard (SPARS), and the Women Reserve of the Marines.
  - c. Those who anticipate the possibility of being employed in civil service clerical occupations in connection with the Armed Forces.

Schools and colleges will find the material in Army and Navy Filing suitable for regular or supplementary instructional purposes in such established courses as Preinduction Training for the Army Clerk, Business Filing, Secretarial Office Practice, and Office Training. In schools that offer a regular basic course in alphabetic, numeric, geographic, and subject methods of business filing, this publication serves as a timely supplement to regular filing textbook materials.

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Higgins Eternal Black Writing Ink is a pure carbon ink. It will last as long as the paper on which you write with it. Its clarity and jet-black writing make it ideal for instructions and use in penmanship. No line too fine, no stroke too broad for its free flow and opacity. It helps develop dignity and character in writing.

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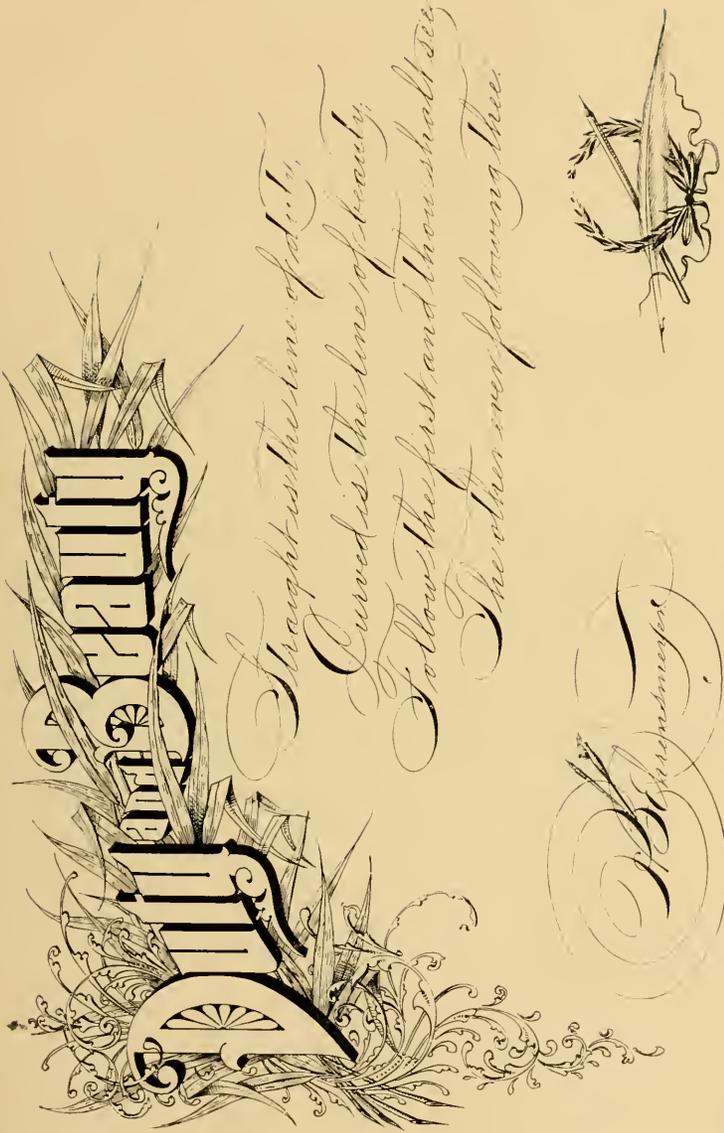


# From A To Z in Ornamental Penmanship

By

*A. L. Darnes*





A very beautiful specimen from the pen of Behrensmeier. It combines a pleasing combination of lettering, flourishing and ornamental penmanship. The plate was loaned by our good friend, Mr. D. L. Musselman of the Gen City Business College.

## ARNOLD'S INK

New shipment received from England. The finest by test.

Arnold's has been the penmen's favorite ink for years.

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It can be used as it comes from the bottle or, for the very finest results, it can be mixed as per directions supplied. Zaner, Bloser, Madarasz, Flickinger, Dennis, and hundreds of other top ranking penmen used Arnold's.

Arnold's Black, 4 oz. Postpaid..... \$ .65  
 Arnold's Black, pint, Postpaid ..... 1.15  
 Arnold's Black, quart, Postpaid ..... 2.20

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Accompanying the copy slips is an Instruction Book which includes an analysis of each letter in the alphabet.

G. A. Gaskell was one of the outstanding and most widely known penman and teacher of his time. His students included some of America's finest. L. Madarasz was one of his outstanding pupils.

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